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RURAL YOUTH IN A CHANGING ENVIRONMENT, REPORT OF THE NATIONAL CONFERENCE (OKLAHOMA STATE UNIVERSITY, SEPTEMBER 22-25, 1963).

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NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

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THIS CONFERENCE REPORT CONTAINS A SUMMARY OF THE SURVEY MADE BY ELMO ROPER AND ASSOCIATES, "A STUDY OF THE PROBLEMS, ATTITUDES, AND ASPIRATIONS OF RURAL YOUTH," AS WELL AS THE MAJOR ADDRESSES FROM THE CONFERENCE. IT PROVIDES A SIGNIFICANT PORTION OF DISCUSSIONS ON PROBLEMS OF RURAL YOUTH INVOLVING URBAN ADJUSTMENT, OCCUPATIONAL TRAINING AND PREPARATION, VOCATIONAL COUNSELING, IMPROVED EDUCATION, POST HIGH SCHOOL EDUCATION, SPECIAL EDUCATION, DROPOUTS, HEALTH, YOUTH SERVING AGENCIES, THE ROLES OF THE CHURCH AND FAMILY IN TOTAL DEVELOPMENT OF YOUTH FOR TODAY'S WORLD, MIGRANT CHILDREN, MINORITY YOUTH, AND DELINQUENCY. RECOMMENDATIONS FOR THE SOLUTIONS TO THESE PROBLEMS ARE ALSO INCLUDED. AN APPENDIX OF FOLLOW-UP PROGRAMS AND PROJECTS CONCLUDES THE REPORT. A RELATED DOCUMENT IS RC 000 137. (CL)

RURAL YOUTH

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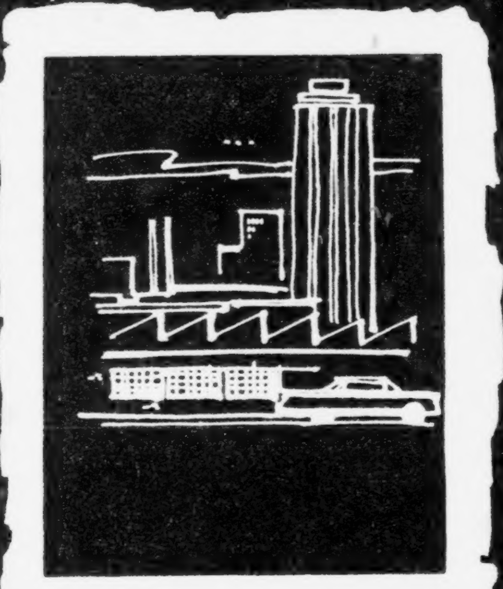
in a Changing Environment



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NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

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OBJECTIVES OF THE CONFERENCE

- To bring into national focus the complex problems of young people who are displaced by the changing economy in rural areas; who drop out of school and join the swelling ranks of the untrained, unemployed, and insecure youth in both rural and urban communities; and who account for a sizeable proportion of the juvenile delinquency cases in both rural and urban areas.
- To define the nature and dimensions of the problem at the grass-roots levels in the rural areas; and bring together facts and statistics now available and some not now extant, regarding the rates of school dropouts, juvenile delinquency, unemployment, underemployment, and inadequacy of educational and training opportunities.
- To develop through the findings of the National Conference on Problems of Rural Youth in a Changing Environment new programs for the development of the potential of rural youth, the lack of which has deprived the Nation of the talents and abilities of thousands of young people.
- To encourage and stimulate state and local application of the Conference findings: by the publication and wide distribution of the background papers and the Conference report and by consistent followup and stimulation of coordinated and cooperative efforts by all disciplines, organizations and agencies concerned with rural youth to meet the needs identified by the Conference.

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RURAL YOUTH in a Changing Environment

REPORT
of the
NATIONAL CONFERENCE
sponsored by
The National Committee
For Children and Youth
at Oklahoma State University
Stillwater, Sept. 22-25, 1963

ALFRED M. POTTS, 2d

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
1145 19th Street, N. W. • Washington, D. C., 20036

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Edited by

RUTH COWAN NASH

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INTRODUCTION

The National Committee for Children and Youth convened the first National Conference on the Problems of Rural Youth in a Changing Environment for the purpose of making a serious and searching analysis of a situation that demands attention and action. This Conference was held at the Oklahoma State University, Stillwater, Oklahoma, September 22-25, 1963, and it drew 520 participants from 48 states, the Virgin Islands, and several foreign countries. Those who participated in the Conference were invited because of their close association with rural youth and their involvement with programs and policies that affect the development and future of these young people.

In May of 1961, the National Committee for Children and Youth held the Conference on Unemployed, Out-of-School Youth in Urban areas.(1) All through the months of preparation for that Conference and throughout the Conference itself, we became increasingly aware that many of the problems we were discussing had their roots in rural America. Even before we convened that Conference on urban youth, we knew we must turn the spotlight of concern on children and youth born and reared on the farms and in the rural areas of our country. Soon these problems will be enlarged by growing, sprawling suburbia, which will produce youth not identified definitely with either rural or urban areas.

Youth in rural areas are the unwitting victims of a vanishing way of life. The purpose of this Conference on Problems of Rural Youth in a Changing Environment was to determine the best possible courses of action that can be taken to prepare young people growing up in a rural environment to adjust and to compete in a changing society. We are dealing with problems close to the source of a contemporary social upheaval—the intensified shift from an agrarian to an industrial society.

The 1961 conference on urban youth dealt with visible numbers of unemployed out-of-school youth concentrated in the big cities. While the Conference on Problems of Rural Youth faced a much less visible problem and a much less explosive one in terms of concentration of numbers, the lack of visibility and concentration made our work more difficult.

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(1) *Social Dynamite: The Report of the Conference on Unemployed, Out-of-School Youth in Urban Areas,* available from the National Committee for Children and Youth, 1145 - 19th Street, N. W., Washington, D. C. 20036, $2.00 postpaid.

We can no longer ignore the fact that although rural America is changing, and migration to urban centers is increasing, we are not yet providing in the rural areas the kinds of programs, the guidance, counseling, education and training many of these rural young people will need.

The city with its many attractions has always been a magnet for young people seeking their fortunes. But now that attraction is sending people of all ages, not just the young, to the cities not just in response to what the city has to offer but as a reaction to the lack of opportunities on the land. We must work to see that the urban centers are geared to help and absorb the new arrivals, especially the young.

With the state committees for children and youth, the national voluntary organizations, and the Federal agencies, the National Committee for Children and Youth works to serve in the best interests of the young generation. In convening this Conference, the NCCY, as the successor organization to the 1960 White House Conference on Children and Youth, was carrying out several of its main objectives, namely: to follow up recommendations of the 1960 White House Conference, to focus attention on emerging problems as they affect children and youth, and to bring together groups and individuals concerned with the young and the conditions that influence their environment.

This we did at the National Conference on Problems of Rural Youth in a Changing Environment. The program was well worked out by Dr. Edward W. Aiton, Director of Extension Service, University of Maryland, Chairman of the Conference Planning Committee, and the experienced and knowledgable committee members from a broad variety of fields concerned with rural youth. We had authoritative speakers. Twenty workgroups gave those with specialized interests opportunities to learn and to inform. Instructive background papers (2) were developed by leaders in their respective fields. We had the viewpoints of adults and of young people themselves. An impressive resumé of findings was compiled by Dr. Russell G. Mawby of Michigan State University. A course of future action was charted by Dr. Paul A. Miller, President of West Virginia University and Associate Chairman of the Conference.

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(2) *Rural Youth in Crisis: Facts, Myths, and Social Change*. Conference background papers published by U. S. Department of Health, Education, and Welfare, Government Printing Office, Washington, D. C.

This Conference was enriched by a special contribution by Mr. Winthrop Rockefeller, Chairman of the Conference, through his making available "A Study of the Problems, Attitudes and Aspirations of Rural Youth," a survey prepared for the Rockefeller Brothers Fund by Elmo Roper and Associates. It was Mr. Rockefeller's idea that a good starting point was to find out what young people themselves think about their problems in a changing environment. This Conference Report includes Mr. Rockefeller's keynote address, "Let's Listen to Youth," (Page 15) and a summary and interpretation of the Roper report (Page 25).

The Conference was made possible through financial support of:

The Office of Manpower, Automation and Training of the U. S. Department of Labor
The Office of Juvenile Delinquency and Youth Development, U. S. Department of Health, Education and Welfare
American Federation of Labor and Congress of Industrial Organizations
Consumers Cooperative Association
American Vocational Association

Contributions of staff and services were received from the Economic Research Service and Federal Extension Service, U. S. Department of Agriculture and the Department of Rural Education of the National Education Association. The Oklahoma Governor's Committee on Children and Youth and its executive secretary, Mrs. Calvin Newsom, assisted the staff of NCCY in making local arrangements. We are also grateful for the gracious hospitality shown us by Dr. Oliver S. Willham, President of Oklahoma State University and his staff.

As a result of the Conference, the information we have assembled, the interest generated, and the aftermath of followup activities, we have gained a better understanding of the problems and are better equipped to focus widespread attention on needed action and to motivate forces that will help this Nation's rural young people meet the challenges of a *Changing Environment.*

Mrs. Thomas Herlihy, Jr., Chairman
National Committee for Children and Youth

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Section I

CONFERENCE HIGHLIGHTS

This first National Conference on the Problems of Rural Youth in a Changing Environment is unique because of special efforts made to get the viewpoints of youth, as well as those of adults, as to what the problems are and how they might be handled.

The medical researcher seeking the causes of cancer deals with cells that have no words. The nuclear physicist seeking a "breakthrough" works with inanimate formulae that cannot say, "You've got the wrong combination." Chemicals can talk back to a mistaken scientist by blowing up but his is the job to figure out why. Man has built into his complicated machines warning devices, such as whistles, red lights, shutdowns, to indicate that something is awry, but so far not even the most advanced computer can discuss it.

Admittedly this is over-simplification, but it portrays graphically the advantage that those who deal with people have in trying to help the human race with its problems and efforts in adjustment and achievement. People can talk! This Conference was called for the purpose of interchange of ideas, discussions, and to hear from leaders in their respective fields. That is a well-known pattern. But what makes the findings of this Conference different is that the subject put under the microscope, young people, specifically rural young people, had an unusual opportunity to speak out. And they did!

Youth Speaks

This is due to the conviction of Winthrop Rockefeller that what youth itself thinks is basic to an adult approach to the problems of rural young people in a changing environment. When Mr. Rockefeller undertook his commitment as Chairman of the Conference, he had in mind the theme of his keynote address, "Let's Listen to Youth," because "youth wants to be heard."

But how to give youth an opportunity to express itself? One way in this modern age is through public opinion surveys. It was determined that it would be possible to frame questions to youth that would bring significant answers. Thus this Conference has benefited by Mr. Rockefeller making available *A Study of the Problems, Attitudes and Aspirations of Rural Youth,* a nationwide sampling survey prepared for the Rockefeller Brothers Fund by Elmo Roper and Associates. It is believed to be the first of its kind, and it is one of the most comprehensive. An analysis of this study by Dr. William Osborne, Arkansas State Teachers College, follows Mr. Rockefeller's keynote address in the next section of this report.

The intent of this study was that young people should have the opportunity to talk frankly about their hopes and plans for jobs and careers, their aims and ambitions, and their feelings about the world today and of tomorrow in which they must live their adult lives. They were encouraged to discuss frankly their attitudes toward their parents and other adults, and toward friends in their own age groups. And since they are the ones being taught, what kind of a job do they think their schools are doing? Their attitudes toward law enforcement, moral standards, and home discipline were sought. Throughout the study, questions were so phrased as to elicit from the young people suggestions or opinions on how they think their problems might be handled.

Mr. Rockefeller drew upon the "raw findings" and the tabulated and analyzed results obtained in the survey for his keynote address, "Let's Listen to Youth." Thus, he finds that today's young people—by and large—are literate, intelligent, and vibrant with a courageous response to life. They are challenged by an ever-changing environment that far exceeds anything which confronted past generations. "Our young people are not frightened by this challenge! They are anxious to grapple with it," he said.

Mr. Rockefeller delighted in the spunk of those who said they would rather be self-employed than work for the government or a big corporation. He applauded their appreciation of education, training, and hard work as ways to get ahead today. As was to be expected, he said, a scattering of answers reflected the attitude that one must know "the right person" to get to the top. He noted that there is a bit of true philosophy in the reply given by one youngster who said, "I guess if you're not easy to get along with, you won't get along very well."

In regard to law enforcement and basic morals, however, Mr. Rockefeller said he was somewhat disappointed in some of the responses which reflected a certain lack of focus on the part of youth in these respects. He said it would be blindness not to recognize that a percentage of young people are rebellious and frustrated, and he added that it is well that professional experts are dealing in specialized ways with this small percentage of youth. Then he challenged the adults in his audience:

> I believe you will agree with me that the adult world, whether lay or professional, has been derelict in its definitions of principle and conduct.

To Mr. Rockefeller, it seemed that those who are directly or indirectly concerned with the problems of youth, whether rural or urban—and interestingly enough the study shows they are not greatly different—should keep in touch with those who have successfully made the transition from adolescence to adulthood. "First, the high percentage of these will give us confidence, and secondly, their successful examples will strengthen our ability to help the deviant."

The keynote speaker urged that we anticipate the needs of youth—rural and urban—in these changing and exciting times, and tailor our community activities to aid them in their development on a realistic, sensitive, and meaningful basis. Our role as adults requires our own adjustment to new mores. As Mr. Rockefeller said:

> It seems to me that perhaps the great challenge of this Conference is really this: our own capacity to evaluate ourselves in terms of our responsibilities to youth. We can take attitudes toward young people, but do we truly know what is in their hearts?

It could not be expected that a gathering of more than 500 experts in specialized fields—education, counseling, youth employment, vocational training, labor, management, farming, government—would all agree with his interpretations of the Roper survey but there is no doubt they found them stimulating challenges to a reevaluation of their own ideas.

The survey is dealt with at length later, but here are some highlights:

—the majority of young people are prepared to deal with frustrations and do not appear to give up if they find obstacles in their paths. The nuclear age is accepted in stride by the majority.

—the inference can be drawn that many factors other than security influence youth in planning for employment or a career. Young people recognize the importance of brains, hard work, training and education, and personality to ensure advancement, and they recognize the responsibility an employee owes the boss. There is only a minority who want it made easy.

—the clergy, parents, and teachers, in that order, led the field with both rural and urban youth of both sexes when asked to recommend an adult whom they believe understood their problems. This should be of particular interest to leaders of youth groups.

—when asked whom they would consult about a personal problem, about half of rural and urban youth replied, "My parents." The clergy was second, but with only 15 percent of the rural and 14 percent of the urban respondents. If responses to this question are granted validity, teachers, guidance counselors, coaches, even the family doctor, might well ponder their standing in the opinion of youth as personal consultants.

—when asked if they think the moral standards of young people in their early twenties today are generally higher or generally lower than the standards people now in their forties had when they were that age, the largest percentage said "lower." The lesser percentage who think standards higher attributed the reason to education.

—asked for examples of things adults are inclined to call juvenile delinquency, but which young people don't think should be so termed, the largest percentage mentioned fast driving and hotrodding. As for examples of what might constitute the beginning of juvenile delinquency, stealing was mentioned by the largest percentage.

—asked to gauge the speed wtih which the government is moving to ensure civil rights for Negroes and other minority groups, the largest percentage, 30 percent of both rural and urban youth, said "about right" in comparison to "much too slowly" or "much too fast."

The conferees had the opportunity of listening to youth during a panel discussion, "As Youth Sees It," in which three young women and four young men appraised the problems of rural youth in a changing environment. This panel was moderated by Miss Lois M. Clark, Washington, D. C., Assistant Director of Rural Services, National Education Association. The young people represented white, Negro, and Indian racial groups and a variety of backgrounds and viewpoints.

According to the panel, one big problem today for youth who want to farm is raising the capital needed for land and machinery—which is "not easy to come by" in the words of one. All stressed the need for training and education, both for those who intend to stay on the land and those migrating to towns. They want more and better guidance and counseling in rural schools that they may learn of job opportunities and prepare for them. Several said the problem was complicated by parents who either are indifferent to their children getting an education or who "push too hard." In general, the rural youngsters believe their upbringing develops responsibility and self-reliance. Several saw farming as an enjoyable and satisfying way of life. One girl said that since she moved into a college dormitory what she missed most was walking in the country and seeing the beauty of things. "This is something the kids in the city miss."

The Values of Growing up in a Rural Area

The values of growing up in a rural environment were emphasized by two adults at the opening session of the Conference when the participants were welcomed by Governor Henry Bellmon of Oklahoma and Dr. Oliver S. Willham, president of the Oklahoma State University. Both Governor Bellmon and Dr. Willham have rural backgrounds—and are proud of it.

"I feel strongly that our country has become great partly because we have been a rural nation and many of our leaders have grown up in our rural areas able to develop their characteristics of self-reliance without the stresses and strains that go with city living," said Governor Bellmon.

The Governor praised the record of Oklahoma's rural boys and girls in 4-H Club programs and in the Future Farmers of America. He said many leaders in these youth groups have gone on to become leaders in adult life in many fields of business and in many different professions. "The background they have had in farming, on the ranches, and in their school training has certainly contributed toward their later success."

The Governor called attention to the State's institutions of higher learning particularly Oklahoma State Tech which offers technical training to all who would benefit from it.

Dr. Willham said, "Let us not forget that our foundation in this country is a rural foundation." To this past rural America, much is owed that must be preserved in a way that it can be just as effective in the future as it has been in the past.

"In doing so, there is one thing that I hope we never lose: the fact that adversity is an asset, not a liability. Adversity helps to breed character in individuals and in organizations," he said.

Dr. Willham expressed confidence in today's youth when he said, "We have a wonderful group of young people at every one of our institutions of higher learning . . . better young people than we were back 44 years ago when I was a student at this University."

He said these young people must be helped to mature intellectually so they will not only be able to make a living but will know how to live and appreciate the finer things of life. Also they must mature emotionally and ethically.

> The spiritual side of ourselves must be developed along with the material. We will have an easier time solving our problems in this wonderful new, challenging, and changing environment if we have matured in all three respects.

Education and Training

Education! Training! Those were the key words sounded repeatedly and emphatically by prominent government officials who recounted the efforts being made by the Federal government to meet the needs of rural youth in a changing environment.

Samuel V. Merrick, Special Assistant to the Secretary of Labor for Legislative Affairs, U. S. Department of Labor, Washington, D. C., in his address, *Perspectives on Rural Youth and Employment,* said the predicament of rural youngsters, inadequately prepared to compete for nonfarm employment, is more serious than that of urban youth. Such youth face a choice of underemployment—a marginal existence—on the farm or movement to urban areas for uncertain employment.

Rural youth who do not migrate have found that higher levels of education and training are needed for many of the available farm or farm-related jobs because of the changes taking place in American agriculture, Mr. Merrick said.

The field of agribusiness, economic activities peripheral to agriculture, is expected to provide increasing employment opportunities, but here, too, technical and professional knowledge as well as basic information are required, he continued.

The movement of rural young people to areas of better job opportunities can be worthwhile, if they have the skills to match growing demands in urban centers for better educated and well-trained employees, he said, but added a word of warning! A recent study by the Department of Labor on worker mobility showed that 8 million persons changed jobs in 1961. Such a high turnover points to the danger of having just one skill.

Mr. Merrick said unemployment data shows that youth, rural and urban, are not finding their place in the labor force. He added, "The full impact of youth unemployment is yet to come. Preparations to meet it should be underway now, for our lead time to make provision is rapidly growing shorter."

If Department of Labor predictions are correct that only about 10 percent of rural youth coming of age in the 1960's can make a living farming, then many thousands of farm youth must be prepared for nonfarm work. Superimposed on this huge task is the additional burden of integrating into the Nation's life and culture the rural nonwhite—largely Negro—youth who are struggling for job equality and stability.

He said that those in government concerned with the problems caused by population and technological changes are fully aware of the magnitude of the needs to be met and the efforts that must be made.

He pointed to the expanded vocational education legislation recently passed, the amended Manpower Development and Training Act, and other helpful proposals which are pending.

He told his audience that "undoubtedly solutions to these pressing needs are closer when people like you from towns and communities throughout the Nation assemble in a Conference, such as this, gather facts, alert people to existing problems, and join together in helping our Nation's youth."

In his address, *Education: the Best Farm Program of All,* Dr. A. Turley Mace, Director of the Office of Rural Areas Development, U. S. Department of Agriculture, Washington, D. C., likewise emphasized schooling.

Dr. Mace said rural youth must learn the technical skills that go with automated farming, the skills required in agriculturally related occupations, or the skills needed for business or industry. "If they don't learn, it may not only be that they will be forced to take low-pay jobs, it will probably mean that they will be unemployed."

To adequately learn these technical skills and to properly take their place in society, rural youth must have the highest type of basic education. The attainment of these levels of education will not be easy. For many, Federal, state, and local assistance will be necessary.

Dr. Mace said the problems of rural America will not be solved by rural America alone. Excessive migration from rural areas is not the answer. Nor is too rapid growth good for the cities. "Urban and rural problems, alike, will be alleviated if we slow the migration and stem the decline of rural areas."

Thus it is better to create noncrop activities where rural folks now live than for them to migrate to urban areas that are ill-prepared to employ them, Dr. Mace maintained. Agriculture-based industries, timber-based industries, rural outdoor recreational enterprises for city people, and as much nonagricultural industry as can be developed—this is what rural America needs.

Due to the American farmers' phenomenal efficiency, food in the United States costs less real money, less of the city man's salary, than in any other country, Dr. Mace noted. High among the reasons for this production proficiency is education, such as the programs of the Extension Service, the Vocational Agricultural Training Program, the Farmers Home Administration, the 4-H Clubs, as well as the basic education courses in the schools.

Dr. Mace said the U. S. Department of Agriculture through its Rural Areas Development programs is trying to help by encouraging the organization of citizens' committees in rural counties to do something about their local problems, and to see that they know the aid available to them through the Department of Agriculture as well as through other Federal departments and agencies.

> But if we are to challenge rural youth of today to build strong rural and nonrural areas tomorrow, the education goal must be reached. This is the reason why today education is the most important farm program. In fact, it always has been.

Rural Youth and Economic Progress was discussed by Mrs. Esther Peterson, Assistant Secretary for Labor Standards, U. S. Department of Labor, and also Assistant to the President for Consumer Affairs, Washington, D. C. Mrs. Peterson said:

> The farms have lost three million jobs since 1947. This demands that all of us—educators, parents, representatives of management and labor, and government officials, both local and national, face the challenge of developing action programs to expand job opportunities in every community, both rural and urban, and thus strengthen the economy.

The current agricultural revolution is similar to the industrial revolution in that it demands change in the customary ways of working, a reevaluation of land use, and of long held traditions and customs, she pointed out.

> As we look back on the industrial revolution, we realize how thoroughly accepted now are shorter hours of work, better working conditions, and a decent minimum wage for many people. Almost forgotten is how hard many people worked to get those advances.

The industrial revolution resulted in greater buying power for the workers, Mrs. Peterson said. This has gone back into the economy, expanding the strength and greatness of America. Today's rural problems merit the same diligence in finding answers that will give the rural dweller dignity and maintain the Nation's prosperity.

To accomplish this, the speaker said, there are several things to be done: the most pressing need is for adequate education and training, vocational courses must be reassessed and geared to realistic job opportunities, additional guidance and counseling services must be offered, all discrimination in schools must end, attention must be given to the problems of migrant workers and their children, and increased safety protection extended to workers in agriculture.

She then recounted some of the Federal programs now underway aimed at promoting job opportunities and delineated the role that could be played by volunteers. She recognized that only through the efforts of such organizations as the National Committee for Children and Youth—with its dedicated spirit and tenacity of purpose—combined with private and public initiative at all levels, that we can hope to find workable solutions.

Mrs. Peterson concluded by stating:

> We in the Nation have always been able to solve our problems—and we can solve today's problems, too. I challenge you, the leaders in your communities: Let us battle unemployment, poverty, ignorance, injustice, and apathy.

Captain William E. Anderson, consultant to the President and staff director of the President's Study Group on a National Service Corps, said the proposed corps would not be a youth program as such, but that youth, and certainly rural youth, would be of prime concern.

Captain Anderson, speaking on *Rural Youth and the Proposed National Service Corps,* said, "We are living in an era of planned progress." Examples of such planned progress are the fight against cancer and the forward-looking business man who charts his course. Has the time come for planned progress in dealing with social factors in this country?

He said that planned progress in meeting the problems of youth, just as in science, technology, and economics, requires innovation and experimentation. He maintained that fresh and bold new approaches must be tried that beneficial courses of action may be selected at the earliest possible time.

He said he believed that the National Service Corps might be such a step as it is a fresh new approach, an innovation, and is experimental. It is based on the idea that there is a great reservoir of idealistic and able Americans who want to participate in a domestic people-to-people program to help the 40 million people in this country who live below the poverty line help themselves.

Programs directed toward eliminating the causes of human distress can be built on the part-time volunteer efforts of citizens in their communities, he continued. "The catalyst which we hope will bring about this more massive American volunteer effort is a modest-sized corps of men and women of all ages, asked to give a year or two of their lives in dedicated service in areas of great need here at home."

Fulfilling Our Own Faith

Highlighting the Conference banquet was the address by Brooks Hays, Special Assistant to President John F. Kennedy for Federal-State Relations and Assistant Secretary of State for Congressional Relations. A Baptist lay leader, a college trustee, and a former U. S. Representative from Arkansas, Mr. Hays enlivened the evening session with wit, philosophy, and a warm feeling for his fellow man.

He told his audience he wanted to speak from the heart and without a manuscript "because I would rather reminisce and give you what the titled suggested: *Some White House Reflections on the Problems of Rural Youth.*" The product of a rural environment himself, Mr. Hays talked about the faith "that we of the rural community, and all those interested in rural leadership," can have in the United States, in its democratic institutions and processes, in the resources of religion, and in the values inherent in a rural culture. He had warning words for urbanites who ignore the needs of country folks and he admonished the latter to remember that the "new population in our cities are really our own people"—rural cousins forced to move to the cities.

He urged a resurgence of patriotism, a reverence for the Federal government as well as for state and local governments, and a rededication to the principle of equitable distribution of the economic wealth of the land and of political power. The urban population must recognize the inequities in income and the injustices imposed upon the rural people of our country and the latter must acknowledge that some old patterns of political life do not fit this age of urbanization.

Mr. Hays called upon the audience to exert positive leadership so that the doors of opportunity are opened to all young people without regard for race, religion, or rural or urban residence. He declared that we must not allow the adversities that seem to plague us, such as shrinking farm income and loss of physical resources, to discourage us from husbanding our human resources. In his judgment, those who sit in places of power will respond to appeals, will work to eliminate the blight that has touched many of our rural communities, and will assist all America, city and countryside, to advance into a happier day.

In closing, Mr. Hays said, "I go back to Washington heartened by the things I have seen accomplished in Stillwater, Oklahoma, in this meeting of dedicated rural leaders."

Meeting Needs of Special Youth

For Conference participants with specialized interests, seven topical meetings were conducted by authorities in their respective fields. Time was given to question-and-answers and to an exchange of ideas and experiences.

In the session on *The Outlook for Low-Income Youth in Rural Areas,* Dr. Lewis W. Jones, Department of Psychology, Fisk University, Nashville, Tennessee, summed up the subject by saying that the outlook "is not, at this time, optimistic." One reason for this is the relatively inferior education low-income rural youth are getting, he said. Another is the absence of those social services including health clinics, settlement houses, and psychiatric help that are taken for granted in the cities.

The prospect likewise is dismal, and for somewhat the same reasons, for Spanish-American youth, it was learned from the talk by Professor Horacio Ulibarri, New Mexico Highlands University, Las Vegas, New Mexico, on *The Spanish-Speaking Youth: From the Farm to the City*. In addition these young people get little encouragement from their parents, for whom life is hard, nor from the community.

Because the Indians have not been as vocal or as well organized as other minorities, they have not been given the attention they warrant, Dr. Robert A. Roessel, Jr., Director, Indian Education Center, Arizona State University, Tempe, Arizona, told the meeting in *A Future for Indian Youth in Rural Areas*. Indian leaders increasingly look to education as the means by which to solve their people's problems. Also needed are programs in recreation, adult education, and community improvement.

Dr. Howard Rosen, Deputy Assistant for Manpower Research, Office of Manpower, Automation and Training, U. S. Department of Labor, Washington, D. C., in discussing *Research Possibilities under Title I of the Manpower Development and Training Act,* hoped that among the Conference participants would be qualified experts interested in submitting projects in research—and following through.

Among areas needing additional research, he said, were:

What proportion of the "hard core" unemployed originated in rural areas and were not adequately educated for urban employment? What kinds of skills and training do rural movers have? Is too much mobility a mistake? Is too little unwise? How should occupational information for rural youth be expanded and improved? How can the Public Employment Service give better labor market information to rural youth and adults? What is the level of manpower utilization in rural areas? How can the quality of rural high school education be improved? Who should bear the cost of training young persons, many of whom will move out of the area where they received this training?

Dr. Stafford L. Warren, Special Assistant to the President for Mental Retardation, Washington, D. C., in speaking on *The Implementation in Rural Areas of the President's Program on Mental Retardation,* said the problems of coordinating—even of establishing—such special programs plus needed welfare and supportive programs, in rural areas, can be difficult.

The problems of transportation and communicatin are factors, he said. Unless parents and the local school systems are in sympathetic contact, the retarded adolescent in need of help may not get it. These youngsters, at a most critical time in their lives, may not be able, or willing, to make the effort to get adequate training for a useful job.

Edgar W. Brewer, Director, Program Development, Lane County Youth Study Project, Eugene, Oregon, gave pointers on *Organizing a Program for Delinquency Prevention and Treatment in a Rural Area*, and said many of the techniques are basic to setting up programs to cope with a wide variety of other social problems.

It is essential to identify the problems, and then set up a systematized approach, "a frame of reference," in order to avoid just gathering random facts. Since boards of directors or committees are usually composed of representatives of varied community interests, the members must learn to understand each other's language and overcome the bias that stems from individual disciplines.

One characteristic of such boards, as with this Conference, is that they may be a middle-age, middle-income group. It is important to be aware of this. Also in considering rural problems it should be recognized that generally people who have had the education and experience in agencies and organizations either come from an urban background or have acquired an urban outlook. This should be offset by involvement of people who truly represent rural life.

With Mrs. Ora Goitein, Women's Affairs Attache, Embassy of Israel, Washington, D. C., as commentator, *A Boy Named Ami—A Documentary Film on Israeli Youth in Rural Areas*, was shown to illustrate the story of "Youth Immigration."

Mrs. Goitein related that since 1934, when calls first went out to save Jewish children, first from Germany, and later from Arab countries, 100,000 youngsters from 74 lands were taken to Israel. She said that the task of integrating children from so many cultures, ranging from the almost primitive to the highest form of Western civilization, was a task of great magnitude. This has been accomplished without losing sight of the importance of each child as an individual with individual needs and problems, she said.

Prologue to Action

The conferees got down to business in 20 workgroups under the leadership of authorities in the areas of discussion. They met in one morning session and in two afternoon sessions.

Dr. Russell G. Mawby, Assistant Director of Extension, Michigan State University, ably reviewed for the closing Conference session more than 250 specific recommendations that came out of the workgroups. In a resume, entitled *In Step Together*, Dr. Mawby identified ten main directives for action:

1. Increase awareness of the problems of rural youth
2. Mobilize the rural community for action
3. Strengthen the schools
4. Initiate and expand related educational programs
5. Improve programs in guidance and counseling
6. Expand opportunities for employment
7. Provide necessary community services
8. Foster moral and spiritual values
9. Assist in adjustment to urban living
10. Conduct appropriate research

He characterized the days the conferees spent together as stimulating, informative, and productive. But he warned that what was accomplished will only become meaningful when the concerns clarified at the Conference are reflected in action programs that will better the lives of rural youth. As he expressed it: "The real test lies ahead—"

Guidelines for the Future

The responsibility for taking a broad view of the Conference's purposes and accomplishments and summarizing them into *Guidelines and New Meanings* was assigned to Dr. Paul A. Miller, President of West Virginia University, and Associate Chairman of the Conference.

In an inspiring address which brought the closing session audience to its feet in spontaneous acclamation, Dr. Miller called attention to the paradox that exists in our society.

> —in spite of more than a century of large scale public and private investment in agriculture and rural life, in spite of several armies of technical personnel organized about a host of special rural interests, in spite of one of the most highly organized parts of American life, we continue to experience persistently chronic symptoms of disorder in rural life—relatively lower incomes per family, institutional services commonly below the standard which our society has come to expect, a not infrequent pattern of retreat from the rapidly changing times, and a certain brittleness about mobility.

He held it important to discover the reasons why this paradox persists, for within these reasons will be found the uniqueness of the rural case and the fundamental insights and guidelines for future work.

First, the agricultural case demonstrates how a ponderous emphasis on the technological side may leave in its wake the most serious of unintended results affecting community values and institutions.

Dr. Miller termed it heartening that the Conference should undertake to redress the historic imbalance in rural life between physical and capital rsources on one hand and human resources on the other. It long has been clear that all of these resources must develop together and in balance.

Second, it is necessary to recognize that the so-called "agricultural revolution" is as much an organizational revolution as it is technological. There is no other sector in our society in which such complex agreements have emerged between the various levels of government, between institutions of higher learning and the special interests and action aims of public and private agencies, between national goals and grassroots creeds, and between the dominant interests of rural people in legislative representation and political strategy.

Such agreements and arrangements produced the awesome efficiency of American agriculture, but the ponderousness of this organization, when historic agrarian bases are being washed away, tends to sustain old forms and hopes of the rural community, permits the means frequently to determine the ends, and discourages new approachees and adventuresome risks.

Third, although the agrarian community has developed an insatiable hunger for agricultural technology, it has been resistant to experimentation and planned change for community institutions. The clinging to the small rural school district, for example, is a block to sizeable economies.

Dr. Miller said that much of what was discussed at the Conference could not apply exclusively to rural youth, although they do have specific problems. For example, he believed, many rural young people are acquiring skills and work habits that may not be realistic in terms of employment in or out of a rural community, and in fact may be oriented to jobs or occupations that are disappearing. The rural child may be relatively less aware of the nonfarm world and its opportunities. The odds suggest the rural child is destined to make a major move as he grows from youth to adulthood, and he may not be adequately equipped by training, education, and personality development.

Dr. Miller outlined five guidelines from the Conference.

1. Retain competent education personnel in rural communities.
2. Provide more and better counseling services.
3. Develop additional post-high school programs, including branch colleges of established universities, community colleges operated

by public school systems, state-supported extension centers, and privately sponsored two-year colleges.

4. Reevaluate the concept of the rural community in terms of its relationship with county and possibly nearby town or city.
5. Increase the flow of cultural experiences and impressions into the rural communities.

Dr. Miller closed his address by summing up the Conference in these words:

> The 500 individuals who have been here represent perhaps the largest assembly ever brought together to review the rural sector exclusively in terms of human resources. Our effect upon the country's concern with the underdevelopment of youth can be unusually great if we are prepared to replicate at state, regional, and community levels, what has taken place here.
>
> As we do so, I hope we remember that our present resources are by no means meager. They sometimes seem to be because we frequently fail to identify them or bring them together. As the problems of both rural and urban communities become more unspecialized and general, and the resources by which to solve them become more specialized and particular, those of us who are professional people must take the lead in perfecting interdisciplinary efforts. Otherwise, there never will be enough resourcs to do the large job we have before us.
>
> What brought us here was a common interest in helping young people understand and adjust to the challenging and dangerous circumstances of change in the modern world. As we offer what we have to give, we shall be helping them and ourselves, as Ortega y Gassett once put it, "to live at the level of our time."
>
> If any one of us goes home without a more intelligent understanding of modern rural life, or without a more abiding awareness of the nature of American society, then the fault lies with us as individuals and not with this provocatively planned and executed Conference.

Section II

KEYNOTE ADDRESS

LET'S LISTEN TO YOUTH

by

WINTHROP ROCKEFELLER

Chairman of the Conference

At a recent banquet given for me by my friends in Little Rock to celebrate my tenth anniversary in Arkansas, Dr. Marshall Steel, President of Hendrix College, took note of the fact that although my academic achievements had been somewhat less than inspiring, my interest in youth and its place in these complex and challenging days has been steadfast.

Never have I been urged to take a leadership position in a field where in a sense I have felt less qualified, than serving as Chairman of this Conference. When I was invited to follow in the distinguished footsteps of Dr. James B. Conant, I made a hasty mental survey of any possible qualifications that would fit me for the job.

True, under the definition of "rural" by the Census Bureau, I do live in a rural area. True, Mrs. Rockefeller and I have three teenagers, two of whom have attended the public schools of Morrilton, Arkansas.

And so, because of my very real interest in youth and in education, I accepted with great humility the challenge to act as Conference Chairman. When I undertook this commitment, I had in the back of my mind the theme of my speech today, "Let's Listen to Youth."

In order to carry out this theme, I turned to my good friend of many years, Elmo Roper, who conducts one of the nation's leading public opinion surveys. I asked him if he thought it would be possible to frame questions to youth that would bring us significant answers. He was positive it could be done, and the survey was made. In the poll,[1] the majority of those between the ages of 16 and 23 who were quizzed were rural youth, but as a reference, a percentage of urban youth also was quizzed. It is fascinating to me to see how little variance is between these two categories of youth.

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[1] *A Study of the Problems, Attitudes and Aspirations of Rural Youth,* prepared for Rockefeller Brothers Fund, October 1963, by Elmo Roper and Associates. Responses cited throughout the speech are quoted from the Study. Summary of the Study appears on page 26.

Participating in this conference are more than 200 "experts." Each of these experts was sent the same questionnaire, with the request that they respond to the questions as they thought youth would answer. I am grateful for their cooperation, but I am amazed, in some areas, at the contrasting replies.

In one area this contrast is especially strong. The question was asked of youth, to whom would they turn when they had problems? Fifty-one percent of the young people expressed confidence in their parents as their best source of advice. The experts feel that the only authentic source of advice is in their particular field. Only one percent of the experts answered this question with "the parents."

But let's get on with "Let's Listen to Youth." Jobs, to young people out of school, are as important and meaningful as they are to adults, but responsible jobs for youth are regrettably limited. When asked how they would meet this problem, youth gave the following answers:

> I'm a 17-year-old and I have problems just like all other 17-year-olds and like everybody else. I guess it's up to me to solve my own problems like everybody else has to do.
>
> Young people do need jobs and they are quick to learn and could fit into almost any job. A simple training could place them in the technician jobs which are springing up all over the country, such as repairing radios, TV and other electronic devices, or maintenance of machinery and autos. Those are jobs that are being held by few young people now. However, there is no formal system for training young people for these jobs at present.
>
> Young people should have plenty of temporary jobs planned ahead of time. In this way all young people could be placed because so often young people say they want a permanent job when really they want a summer job, and then they quit to go back to school. This hurts your chances when you really want a permanent job. They don't trust or believe you.

We are gathered here to discuss the problems of rural youth in changing times. What are the problems, and how long have they existed? What have we done about them? How successful have we been, and how can we improve our batting average? What changes must we make, and how willing are we to listen to criticism of our efforts, and suggestions as to how we might improve?

It seems to me that perhaps the great challenge of this conference is really this: Our own capacity to evaluate ourselves in terms of our responsibilities to youth. We can take attitudes toward young people, but do we truly know what is in their hearts?

What delights me about youth is the spunk indicated in their answers to the question: "Why would you like to be self-employed rather than work for the government or a large corporation?" Listen to some of youth's answers:

> I'm independent, or I'd like to be.
>
> I could do as I wanted to for a change. I'm of an independent nature.
>
> I don't like to be pushed around by another person.
>
> I don't like to take a lot of guff from another person.
>
> People should work hard because that's the way people should live—the values they should live by.

Are these the replies of rebellious youth—the mutterings of a tense generation? Or are these the aspirations of young persons, each as an individual, to be heard, to be someone, to find his place in the world?

We must ask ourselves, "What is our definition of a young person? What is the place of youth in society?"

Do we thoughtlessly estimate the child as an economic liability, or do we recognize youth as a rapidly transcending entity into an economic asset? Do we dignify the status of the child and the adolescent youth as a meaningful part of home and community life, or do we take the attitude that it is easier to do things ourselves than to take the necessary time and patience to train young persons and make them an essential part of the scheme of things?

True, it can hardly be expected that adults will bat 1,000 percent in meeting the problem. But if we tried a little bit harder, maybe there would be less need for the countless and expensive agencies set up to deal with the small percentage of youth who represent our failures.

Today, young people by and large are literate, intelligent, vibrant with courageous response to life. They are challenged by an educational experience that far exceeds anything which confronted past generations.

Recently I heard two statements from people whom I feel competent to speak on the subject. The first statement was this, that fifty percent of the boys and girls in school today, before they reach retirement age, will be holding jobs that today do not exist. The second statement, which no doubt generates the first, is that there has been more scientific knowledge acquired since World War II than was attained in all the preceding centuries.

But our young people are not frightened by this challenge. They are anxious to grapple with it.

Included in our questionnaire was the query, "What qualities do you feel that a young person must possess to get ahead today?" Listen to youth itself as it answers that question:

> If you have brains you can do anything you want to, if you apply yourself.
>
> Knowledge will be needed regardless of what you're going to do.
>
> If a person has brains he can make himself a good politician—be wise for the situation at hand.
>
> I believe that nothing is really given to you. You have to work for everything.
>
> You have to work hard to get what you want, and work hard to appreciate it.
>
> Nobody will get any place if he won't work. The feeling of accomplishment should make everyone want to work.
>
> I guess if you're not easy to get along with, you won't get along very well.

There's a bit of true philosophy in that last answer!

As was to be expected, a scattering of the answers reflected the attitude that "you must know the right person," but predominantly, the replies were similar to those quoted. I think these answers are commendable because they reflect the same qualities that originally made this country great—the same qualities that will maintain the strength of our Nation.

In the questionnaire we were concerned not only about the attitudes of youth toward jobs, but also about the impact on young people of the changing, difficult—perhaps even frightening—times. The question asked for youth's reaction to present day problems. Listen to three of youth's own answers, representing the majority of the replies:

> Now is the time of change, and although each age thinks of itself as marvelous, I feel we are standing on the brink of a breakthrough both in the humanities and the physical sciences. Also, since we're in the middle of a revolution, I'd like to see how it comes out.
>
> Life to me is a great adventure. You don't know what is coming up next. There is something new around every bend. The opportunities are almost unlimited for anyone who gets an education, but even for those who can't go to college, the opportunities are better now than ever before.
>
> There are so many opportunities to choose from. With free education up to the 12th grade and a little hard work, no one should have any trouble in being a success.

Answers such as these give me a tremendous feeling of confidence in the future. Such words are heart-warming to a person like myself, who has survived two world wars, a major depression, and—shall we use the term—several controlled recessions. These answers from youth are expressions of confidence by individuals. They are expressions of confidence from young people who recognize that they, as individuals willing to work hard with the tools of education, can be producers, rather than risk being slaves of a socialistic system. Whether or not one likes the labels "liberal" or "conservative," the fact is that youth is increasingly anxious to turn the fruits of its educational effort into productive capacity—not rebellious, not subservient, but productive.

As yet, the generation with which we are concerned is unscarred by the impact of major wars or major depressions. They are free to think for the future without emotional involvement, and, we can hope, in a way that has been matured by their study of history.

Should not we, therefore, reevaluate our approaches to the problems to which we today are addressing ourselves? Should not we be taking a more positive attitude?

True, a percentage of youth thinks in terms of doom, and therefore is perfectly willing to excuse behavior patterns which are not accepted by society—but this is a small percentage. Listen to these words from youth, which reflect the preponderance of their thought:

> I may be an optimist, but I believe people can build their own lives. I think that people have more sense than to wipe themselves out.
>
> All these atom bomb explosives are filling the air with fragments that may cause disease. Sooner or later the bombs may fall on us, 'cause Russia is getting pretty mad. We may have a 50-50 chance to survive. When it's all over, I may be one of those left on the 50-50 chance. Then we'll start over.
>
> There is always danger. But I can't give up because each day brings new opportunities.
>
> Sure there are possibilities of war. There is always the possibility and probably always will be, but we are moving ahead to a good future with lots of opportunities.

Are we in our relationship to young people attuned to this basic feeling of optimism? Or are we permitting ourselves to be submerged in our concern for the infinitesimal percentage that we know to be unwillingly rebellious or legally delinquent?

Perhaps one of the major impressions gained from reading this survey is the fact that youth wants to be heard.

Again, we come back to definitions. What is youth? Many of us gathered together here discount youth—I hope unintentionally. We discount youth—its ideas, its ambitions, and its place in our times—because it is a generation or more younger than we are. If we are following this line of thinking, quite obviously we, too, have been censured for our attitudes by older generations. Yet, if we take time to review our history, we find that young people were the leaders. They were the leaders of the American Revolution. Young people led the Industrial Revolution in our nation—and today it is the young people who are leading the Scientific Revolution.

I am intrigued by a statement of John Gardner, President of the Carnegie Foundation. He says:

> The problem is to get a hearing for new ideas. And that means breaking through the crusty rigidity and stubborn complacency of the *status quo*. The ageing society develops elaborate defenses against new ideas—"mind-forged manacles," in William Blake's vivid phrase.

I agree with John Gardner, and I must say that if we find youth to be disenchanted in any way, the basic cause may be the world in which we live. Perhaps this very *status quo* Mr. Gardner speaks of is one of their major problems.

John Gardner takes an appropriately high-level attitude of philosophy in his comment. Let us relate the meaning of his observation to the day-by-day world in which we live.

Youth wants to be heard, and—quite in contrast to what the "experts" think—in more than fifty-one percent of their replies they still feel that Mother and Dad are their basic sounding board.

It may be that what has been written in so many national publications has put Mother and Dad on the defensive. It may be that the "experts" have put us parents on the defensive because of the occasional deviate, and as a result, deprived many normal, adjusted young people of the affection, the confidence, the discipline and the security they need and want, merely because of the anticipation of a possible skeleton in the closet.

Listen to what youth itself has to say of the confidence young people have in their parents and families:

> Well, my parents have been around me 21 years, and they understand me. I can talk freely to them.
>
> I can talk over anything with my parents.
>
> Mainly because my parents told me to come to them with my problems, I have never needed the coach.
>
> My mother isn't living and father doesn't care too much about

> us after mother died, so my sister is all I have to talk to.
>
> My dad first, and my brother at school.
>
> If I could take care of it myself, okay—after that, my parents.
>
> My parents know most about me, and they face most of the problems I have. They usually know the best solution.
>
> I guess everybody sort of looks up to their parents to help them.
>
> I feel like I can talk to my parents about any problem. They always taught me that way.
>
> They are the closest to me, and I trust my parents.
>
> My mother-in-law understands teenagers. She doesn't boss you around. She helps you out and don't criticize you or run you in the dirt. When we told her that we had to get married she just said, "That's the way it is in life."

I don't want to suggest for a moment that parents are perfect in the eyes of their children, or without faults. The parents who are gathered here today may find some of the view of youth on parents helpful, or at least thought-provoking.

> Parents don't show enough love to their children, so the kids look for love somewhere else.
>
> The parents aren't strict enough, though some are too strict. Look at the divorce rate of parents—the child is torn apart, and wants somebody to cling to.
>
> Not a tight enough rein is kept on the children by their parents. The parents don't care about the children—they let them stay out all night. It stems from the wrong home atmosphere. If parents have low morals, the child is bound to, too.
>
> Lack of proper training in home. Too many working mothers who do not look after girls when they come in from school and show no interest in them.
>
> Parents give their kids too many liberties like staying out too late.
>
> Parents being too lenient or too strict.
>
> Parents being too busy, both out working, not paying enough attention to their children.
>
> Parents, most of the time, are never around when they are needed. The parents lack trust and interest in what the teenage couples are doing. When a couple goes steady and their parents don't trust them, the kids are drawn close to each other for security.
>
> Parents pushing their children to be one of the crowd.
>
> When a girl and boy get too serious too young, many times they are taking revenge against life. Sometimes they want to hurt their parents.

> Sometimes parents are too strict and the kids want to go against their will. In some cases parents are too liberal, and the kids get away with murder. You must draw a line.
>
> Parents do not keep up with their children, and do not teach them at any early age what is wrong.
>
> Because sometimes fathers don't let the daughters have boy friends the girl can bring to the house, so the girl has to sneak off and have a boy friend without telling her parents. Once she stays from the house with secrets, she is in trouble.

This seems to be an extraordinary collection of the thoughts of youth. I find their words tremendously provocative.

The role of parents is indeed difficult. On the one hand we represent the security which is all-important, but at the same time we are inadequate. Still, in terms of evolution of society—the society into which youth is rapidly growing and moving—we are an anchor. Obviously we have knowledge and understanding, even though this may seem to youth to be old-fashioned and unsophisticated. It may be that we have become selfish in our confusion—a confusion born of too much advice in terms of the exception rather than the rule.

Regardless of scientific progress, human nature has not changed vastly. Love, affection, and understanding given at the right time are still fundamental in the avoidance of human problems.

It is not my intention to stifle you with statistics. Up to now, I have been taking a rather positive, supportive attitude about youth and its future, and I think you will find that the survey bears out this position.

However, I would be remiss were I not to point out the fact that, regarding law enforcement and basic morals, I have been somewhat disappointed that the young people have not expressed conclusively where they stand. Quite frankly, I had anticipated a less vacillating position in these areas. I am not suggesting that their responses reflect immorality or disregard for law, but I do suggest that the survey reflects a certain lack of focus on the part of youth in these respects.

I believe that you will agree with me that the adult world, whether lay or professional, has been derelict in its definition of what we should do and what we should stand for.

Up to this time I have put major emphasis on what youth thinks. I have devoted a good deal of time also to the role of the parents. This has seemed to be appropriate because, by and large, we have been talking about the vast majority of normal, happy, adjusted youth.

Yet we would be blind indeed if we did not recognize that a percentage of our young people are not adjusted—are frustrated and rebellious. Thank goodness the professionals, the "experts" to whom

I have referred, are dealing in many ways with this relatively small proportion of our youth. Because of the very nature of their association, it is understandable that their particular concern is within the field in which you work.

It seems to me that each of us who are directly or indirectly concerned with the problems of youth, whether rural or urban—and interestingly enough, they are not greatly different—should keep a hand on the pulse of those who have successfully made the transition from adolescence to adulthood. In the first place, the high percentage of these will give us confidence. Secondly, their successful example will very probably strengthen our ability to help the deviant.

Those of us participating in this Conference are not cast as policemen. Rather, in a sense, we might be thought of as seeing-eye dogs. We have the opportunity to lead the way to a greater and more productive use of human energy instead of forcing conformity with conditions that may turn out to be a dead-end street for youth.

The challenge, it seems to me, is in our approach to what our role should be—not that of a mechanic who attempts to repair or restore human lives to former concepts, but more appropriately a creator who adapts his thinking to reflect the good in these changing times in which we live. In our endeavor to do this, we all could give heed to the sensitivity of the late Pope John. His awareness of the need for change is, I believe, history-making in many areas—religious, educational, cultural.

I feel deeply that we must anticipate needs and tailor our community activities not only to accommodate youth and its growth, but to stimulate it on a realistic, sensitive, and meaningful basis. This is our role, even if it requires our own adjustment to new mores.

In closing, let me say again what a fascinating experience I have had listening to youth—and trying to understand their thoughts. I am glad that youth does think. In what they think I find little that is frightening. On the contrary, I find the ideas and aspirations of youth encouraging for the future.

Let us, when we leave this Conference, leave with a feeling of confidence in youth. Let us leave here respecting the young as valuable people in our society. Let us leave with the determination to make these young persons know that they are needed, and respected, in our adult society.

And above all, let us leave this Conference with humility and understanding toward youth, so that youth may respect our years and turn to us for the advice of our experience, without fear of censorship or dictatorship.

Analysis of Survey

A STUDY OF THE PROBLEMS, ATTITUDES AND ASPIRATIONS OF RURAL YOUTH *

analyzed by

DR. WILLIAM OSBORNE
Arkansas State Teachers College

Introduction

As Mr. Winthrop Rockefeller, the Conference Chairman, said in his keynote address, "Let's Listen to Youth," the decision to conduct a national survey of the problems, attitudes, and aspirations of rural youth was based on a desire to give young people themselves a chance to be heard.

It was Mr. Rockefeller's idea that young people should have an opportunity to speak out so that their responses might be compared with the theories about young people which are generally accepted by parents, educators, and others who work with them. Out of this came the commission by the Rockefeller Brothers Fund to Elmo Roper and Associates to make this study, believed to be the first of its kind, and certainly the most comprehensive.

Much thought went into the framing of questions so that they would produce significant answers. It was intended that young people should have a chance to talk freely about their aims and ambitions, their hopes and plans for jobs and careers, and their feelings about the world of today and of tomorrow in which they must live their adult lives. They would be encouraged to discuss frankly their attitudes toward their parents and families, other adults in their lives, and toward friends in their own age group. To whom would they turn for advice on a personal problem?

This Study has produced some surprises! It has turned up attitudes that should cause adults to reconsider some of their own thinking. In this, the Study is especially valuable. Also it can give a sense of assurance that the younger generation is not dismayed by this atomic age but is moving with confidence into its world of tomorrow. It also shows where those who are older, wiser, and more experienced, need to help.

The goal of the Study was to assemble typical expressions of young people to certain problem situations. The Study was designed and conducted to get from youth a body of opinion against which could be tested present hypotheses and conclusions, which it must be remembered have been made generally by adults, as to the attitudes, wants, and needs of youth in rural areas.

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* A STUDY OF THE PROBLEMS, ATTITUDES AND ASPIRATIONS OF RURAL YOUTH, prepared for the Rockefeller Brothers Fund, October 1963, by Elmo Roper and Associates.

In recent years American youth often have been described as an unsettled, discouraged generation, living only for today because they see no hope in tomorrow and oblivious of the privileges and responsibilities of citizens of a free democratic society.

They have been appraised as primarily security-minded and not particularly ambitious to make their mark in the world. To some they would seem not to expect to earn a living but to be provided with one. They have been seen as increasingly looking to government as their loving nursemaid who would need and care for them no matter what they do or fail to do or how they behave. To many adults they seem to be living in a savage world of their own, walled off from their parents and elders by mutual distrust and indifference.

Rural youth in particular have been described on one hand as better off than urban youth because of the generally more open and healthful surroundings, but on the other hand, as worse off because the opportunities for training and education are more limited in rural areas than in urban centers. Also they are regarded as worse off because farm mechanization, and the accompanying decrease in the number and size of small family farms and the demand for farm labor, is forcing rural youth to leave home, regardless of their desire, in order to earn a living.

The major concentration in the survey was on rural youth, but in order to find out whether they differ from urban youth and, if so, in what ways and how much, a limited sample of urban youth was also interviewed. They were asked the same questions in the same way.

Methodological Considerations

In developing the Study, the advice and counsel of numerous specialists were sought. A board of consultants was set up which included: Dr. Helen Storen of Queens College, Dr. H. de S. Brunner of Columbia University, Dr. William Osborne of Arkansas State Teachers College, and Dr. Arthur Pearl of the New York State Division of Youth.

While the development of the questionnaire, the field interviewing, the tabulating and analysis of the results were done by Elmo Roper and Associates, the consultants gave valuable aid and assistance on the subject matter to be covered and the type of questions to be used.

The results of the Study are based on 1794 interviews with youth living in rural areas and 720 interviews with urban youth of the same age.

In designing the sample, there were some clear-cut precedents and definitions on which to base decisions, while in other cases it was necessary to develop definitions because of the special nature and purpose of the Study. It can now be seen that in some instances, terms, such as "middle class," "high income," and some others, should have been definitely defined.

One clear-cut precedent available was the definition of "rural." Here, the definition of the United States Census was used: people living in towns of less than 2,500 population or in open country outside of the urban fringe metropolitan areas.

For the purpose of this Study the definition of "youth" is people between the ages of 16 and 23 years. This is in line with general practices in studies of this nature and it offers the advantage of including not only those in high school but those doing more advanced educational work, the young married, and those who are employed. These last two classifications would be young people actually facing problems about which the younger groups are only wondering about and preparing for. Thus, it was possible to compare the attitudes of those who were preparing for adult life and those who were experiencing it.

The rural sample was designed to be a cross section of rural America. As a basis, Elmo Roper and Associates used a sample of 200 counties which were drawn from all U. S. counties proportionate to population. A second random draw of 60 counties was then made, ending with 96 specific locations drawn in proportion to the distribution of the rural population in each county.

Selection of the individual respondent was made by assigning specific starting points to interviewers and randomly selecting respondents who qualified as to age in each household. One qualifying person per household was interviewed. Up to three callbacks were made on selected individuals before substitution of a new household was allowed.

In addition to the rural sample, there was a smaller one of urban youth, but this was selected in a different way. While the rural sample is a cross section of rural youth, the urban one is not. In the latter it was decided to use towns to which rural youth, if they did move, would go to first. Thus the town of 25,000 or more population nearest to rural areas in which interviews were conducted was selected as the urban center. The method of selecting urban individuals and the way in which the interviewing was done were the same as for rural youth.

To summarize, the samples consisted of a cross section of rural youth between the ages of 16 and 23 living in the continental United States, selected on a probability basis, and one of urban youth living in towns of population of 25,000 or more contiguous to rural areas.

Ideally, those in the Armed Services or away from home at summer school or camp or on summer jobs should have been included in the sample, but the complications of interviewing them far outweighed their overall value and it was decided to ignore them for the purposes of this Study.

In the particular population being studied there was no precedent which could serve as a guide in the selection of those frequently at home versus those rarely at home, although as expected, and indeed as it turned out, elder age groups were more mobile and therefore more difficult to reach. Census figures were available, however, which showed what the yield should have been in the various age groups among rural youth and in the final tabulation figures were weighted to bring these distributions into their proper proportion. As a matter of fact, in no case did this weighting process change the result more than 3 percent, nor did it produce any real change in the pattern of results.

In any study which involves interviewing youth, the question always arises as to whether they would give franker answers to their peers than to older interviewers, even though the latter might be more experienced in interviewing. In order to test this hypothesis, one-fourth of the interviews were done by young people between the ages of 19 and 23, especially hired and trained, while the balance was done by the regular staff of Elmo Roper and Associates, mostly women between 30 and 55 years of age. There was a staff interviewer in each of the 30 out of 60 counties in which a young interviewer was used. But it was not expected that a young girl would be more frank with a young boy whom she did not know than with an older person. Therefore, the young interviewers questioned only persons of the same sex while the older interviewers talked with those of the opposite sex in the counties in which the young interviewers were used.

A number of comparative tabulations of the interviews produced by the peer interviewers and the older interviewers were made. No significant differences were found except in one instance. In talking about moral standards, when interviewed by their peers young people were inclined to be more critical of those their own age but when interviewed by older persons they leaned toward criticism of their elders.

The 1794 rural sample, and the 720 urban sample were equally divided as to sex. Of the rural sample, 90 percent were white, 9 percent Negro, and 1 percent other; of the urban sample, 84 percent white, 15 percent Negro, and 1 percent other. In both samples the young people were predominately from the middle economic level—rural 53 percent, urban 51 percent. The upper economic level was represented by 23 percent in each sample, and in the lower economic level—rural 21 percent, urban 25 percent. Not recorded as to economic level were 3 percent of the rural sample and 1 percent of the urban.

Among the rural young people, 64 percent were from 16 to 18 years old and among urban, 62 percent, the largest age classification. Those 19 and 20 years old numbered 20 percent in the rural sample, in the urban 17 percent; and those aged 21 to 23, rural 16 percent, urban 21 percent. The predominant number interviewed were single —rural 81 percent, urban 79 percent. Those married were 17 percent in the rural group, urban 19 percent. Less than 5 percent in either sample were widowed or divorced. No answer as to marital status was recorded for 2 percent in each sample.

The largest number of rural young people, 26 percent, and among urban youth, 27 percent, listed as "skilled worker" the occupation of the head of the household, and the next largest was "nonskilled, nonfarm," rural 19 percent, urban 21 percent. In the rural sample, 17 percent came from homes of "farm owner or manager" and 4 percent from homes of "farm labor." The occupation of the head of the house for 8 percent of rural youth and 12 percent urban was given as "professional or executive," and for 6 percent rural and 7 percent urban as "owner—small retail store or business." A total of 11 percent rural and 20 percent urban came from homes of technicians, white collar and clerical workers. The head of the household in 3 percent of both rural and urban was "unemployed," and "retired" in 2 percent of each. The household head in 1 percent of the rural and 3 percent urban was given as "homemaker," presumably a woman.

In the rural sample, those from farms amount to 31 percent, nonfarms 55 percent, and from small towns and crossroads, 14 percent. In the urban sample, 40 percent came from cities of 250,000 to 1,000,000; 35 percent live in cities of 25,000 to 100,000. Three percent reside in cities of more than a million population.

The largest number of interviews, rural 21 percent and urban 23 percent, was obtained in the South Atlantic region, followed by concentration in the Central States and in the Middle Atlantic area. In the New England and in the Rocky Mountain divisions there were the least number of respondents, 5 percent in each division, and in each sample.

Interviews were done between July 22 and August 3, 1963, inclusive. Thirty-three wide-ranging questions, some with one to four subdivisions, were asked. "Open-ended" questions were used in order to obtain the maximum possible participation. The immediate discovery from this approach was that young people differ quite widely in their responses to various questions and problems.

Background of Keynote Address

Space is insufficient to present a complete report of the findings of the Study. This precludes a discussion of areas other than those covered in Mr. Rockefeller's Keynote Address and some others of timely concern.

In his address to the Conference, Mr. Rockefeller notes that the problems of youth, whether rural or urban, "are not greatly different." (1) One general finding of the survey was the close agreement between responses of rural and urban young people.

True, a larger difference might have been discovered if a more random sample of urban youth had been used. However, there is the possibility that no longer is there a significant difference between rural and urban youth as to their problems, attitudes, and aspirations.

A number of questions in the survey were concerned with a topic important to young people—jobs, careers, their future.

An attempt was made in the Study to determine the reactions of young people in the hypothetical situation of being educated and prepared for a job in a field in which they were specifically interested but unable to find an opening. The question:

"Supposing you had done all those things and (it still didn't work out, you couldn't get that job) what would you do?" Examples of categories of responses follow:

	Rural	Urban
Respondents - actual	1154	513
- weighted	1533	
	%	%
Keep trying	36	42
Try to find another job, any job I could get or do	11	13
Try to get a job in another specific field for which I have training, an interest	8	7
Settle for a different, lower position in the same or a similar field	8	5
Don't know	15	13

The remaining responses were spread over nine scoring categories. Examples of actual responses in the young people's own words to this question appear in Mr. Rockefeller's address. (2)

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(1) Keynote Address, p. 17.

(2) Keynote Address, p. 17.

The inference from these responses is that the majority of young people are prepared to deal with frustration and do not appear to "give up" if an obstacle is placed in their path.

Interest was expressed during the formative period of the survey in an investigation of the degree to which young people's vocational choices are influenced by desire for security and feelings of altruism. It was believed, however, that a direct approach to these topics would most likely prompt the young person to respond as he thought would be proper rather than as he felt. Consequently, questions were posed which permit inferences concerning those values to be drawn. Two questions were asked:

First: "If you had to choose, which would you prefer to work for—the government, *or* a large company, *or* a small company, *or* on your own like a plumber, or a farmer, or a doctor, or a lawyer?"

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1794	897	897	720	359	361
- weighted	2562	1278	1284			
	%	%	%	%	%	%
Government	23	21	26	30	25	36
Large company	20	19	21	22	23	20
Small company	19	13	24	14	11	17
Alone	34	44	25	31	39	23
Don't know or no answer	4	3	4	3	2	4

Second: "Why would you prefer to work for (A) the government, (B) large company, (C) small company, or (D) alone?"

(A) Those who choose working for the government—23 percent of the rural sample, 30 percent of the urban.

	Rural	Urban
Respondents - actual	424	220
- weighted	598	
	%	%
Offers more security	57	63
Better job opportunities	30	30
Personally more rewarding, interesting	20	17
Better working conditions, hours, etc.	2	3
Get better vacations, paid vacations	2	1
Would be easier work	1	*
That's where I work now and like it	1	*
All other	3	4
Don't know or no answer	7	4

* Less than .5 percent

(B) Those who choose working for a large company—20 percent of the rural sample, 22 percent of the urban.

	Rural	Urban
Respondents - actual	380	157
- weighted	514	
	%	%
Better job opportunities	50	47
Offers more security	45	51
Personally more rewarding, interesting	17	17
Better known, have good reputation	3	3
Better working conditions, hours, etc.	3	2
Would be easier work	2	3
Start there and then go into business myself	1	.....
Better, more efficiently managed	1	1
Would have a union	1	2
Get better vacations, paid vacations	1	.....
That's where I work now and like it	1	.....
All other	4	2
Don't know or no answer	8	7

(C) Those who choose working for a small company—19 percent of the rural sample, 14 percent of the urban.

	Rural	Urban
Respondents - actual	333	100
- weighted	478	
	%	%
Personally more rewarding, interesting	57	53
Better job opportunities	19	26
Less pressure, headaches, confusion, schedules, etc.	9	8
Closer, better employee-employer relationship	9	8
Offers more security	8	10
Just prefer working for a small company; don't like large organizations	2	4
Better working conditions, hours	1	—
Start there and then go into own business	*	1
That's where I work now and like it	*	1
All other	5	4
Don't know	9	7

* Less than .5 percent

(D) Those who expressed a preference for working alone—34 percent of the rural sample, 31 percent of the urban.

	Rural	Urban
Respondents - actual	601	224
- weighted	882	
	%	%
Personally more rewarding, interesting	71	77
Prefer to work alone; job necessitates working alone	12	10
Offers more security	9	10
Could come and go as I please, set own working hours, vacations	8	7
Better job opportunities	5	8
Less worry, pressure	*	1
All other	2	3
Don't know or no answer	5	2

* Less than .5 percent

NOTE: Group totals add to more than 100 percent because some respondents gave more than one answer.

The inference can be drawn that many factors other than security are involved in planning for employment or a career. Only approximately 30 percent of the rural sample and 35 percent of the urban sample listed security in such a manner as to indicate that this factor loomed large in job selection. Those who prefer to work for the government did give it first importance, and those preferring a large company listed it second. Only 8 to 10 percent of those preferring to work for a small concern or on "their own" listed security as a prime reason.

Mr. Rockefeller in his address said that one thing that delighted him about youth is the spunk indicated in their answers as to why they would rather be self-employed than work for the government or a large corporation. He gave several of the actual responses to the questions. (3)

Overall, the responses indicate that young people are seeking jobs which offer opportunity and which are personally rewarding and interesting. They are concerned about the possibilities for advancement. There was emphasis on meeting people. But there was little emphasis placed on "serving mankind." Only those preferring to work for government gave as a reason why they regarded such a job personally rewarding was that they would be "making a worthwhile contribution." Less than 0.5 percent, regarded as too small to consider, of rural youth who prefer a job with a large company spoke of "making a contribution." It was not mentioned by those who preferred a small company or desired to be on their own. The responses show determination and self-reliance on the part of youth but they also picture the young job aspirants as materialistic and self-centered.

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(3) Keynote Address, p. 17.

Possibly this resulted from the way in which the questions were phrased or the responses catalogued. Certainly, it would seem that "government" should have been defined because, for example, any boy or girl aspiring to teach in a public school or in a state university or in any other tax-supported institution would be working for "the government." A boy dreaming of being a city policeman, a girl training to be a public health nurse, another planning on being a juvenile court welfare worker, a medical student hoping for a post with a state mental hospital, a farm boy seeking to be a county agricultural agent, volunteers for the Peace Corps, all would be working for "the government"—local, state, or Federal. It is generally conceded that among motivating incentives for such occupations is a "desire to serve mankind." It is an ingredient that has prompted men and women to seek tax-supported public office.

It was believed that the survey should make some attempt to determine the influence of security on the willingness of the young person to "take a chance" or to risk losing employment. He was asked:

Here are three different kinds of jobs. If you had your choice which would you pick?

	Rural	Urban
Respondents - actual	1794	720
- weighted	2562	
	%	%
A job which pays quite a moderate income, but which you were sure of keeping	75	70
A job which pays a good income but which you have a 50-50 chance of losing	11	13
A job which pays an extremely high income if you make the grade but in which you lose almost everything if you don't	11	16
Don't know or no answer	3	1

In a table not shown the responses were broken down as to work preference—government, large company, small company, or "on their own"—of the rural and urban samples. This produced one of the widest variations between rural and urban young people. Seventy-four percent of the rural youth who preferred to work for themselves elected a sure but moderate paying job as compared to 58 percent of a like category of urban youth—a difference of 16 points. Admittedly, this raises the question as to why a group of young people who said they wanted to be their own boss would in such a large percentage, 74 percent, favor a sure but moderate job rather than "take a chance."

It would appear that today's young people have no intention of "shooting for the moon." Unfortunately, however, this question is the least reliable of any posed in the survey because of a failure to define "moderate income," "good income," and "extremely high income." Each person apparently responded in terms of his own definition of these words, and the intent of the question may not have been realized.

Another dimension of the survey was an effort to examine attitudes toward work situations. Each person was asked two questions:

First: "What two qualities on this list do you think really get a young person ahead the fastest today?"

	Rural	Urban
Respondents - actual	1794	720
- weighted	2562	
	%	%
Hard work	67	66
Having a pleasant personality	63	57
Brains	35	37
Knowing the right people	20	26
Being a good politician	3	2
Good luck	3	4
Don't know or no answer	5	3

As to the second question, each was asked why he thought the qualities he had listed were the most important, and the following responses were obtained:

Those who listed "Brains"

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	629	364	265	269	156	113
- weighted	902	521	381			
	%	%	%	%	%	%
Need to know what to do, how to do it for any job, it's essential	55	57	52	61	63	58
Need them to get ahead	13	12	15	11	12	11
Need brains to get a job, a good job	13	13	13	10	10	9
Needed to keep a job	2	2	1	3	2	4
All other	10	9	11	10	10	10
Don't know or no answer	10	11	10	9	8	11

Those who listed "Knowing the right people"

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	350	204	146	186	114	72§
- weighted	520	296	224			
	%	%	%	%	%	%
Helps you get the job, a good job	33	33	33	34	39	26
Helps, makes it easier, gives you a better chance	22	22	21	19	15	25
Helps you get ahead	15	13	17	12	12	11
Is very important, essential, hard to get anywhere without it	13	13	12	17	16	20
All other	8	6	10	8	7	10
Don't know or no answer	12	13	12	11	13	8

§ Percentages based on less than 100 cases are often unreliable.

Those who listed "Hard work"

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1228	617	611	474	221	253
- weighted	1719	861	858			
	%	%	%	%	%	%
You need to work hard at anything, at your job, to get anywhere	34	32	34	34	34	33
You have to work hard to get ahead, advance	28	26	29	26	24	27
You have to work hard to get a job, to keep a job	15	18	14	15	15	15
To impress your employer—he expects, respects hard work	5	6	3	4	5	3
Anything worth while needs hard work, gives you a sense of accomplishment	4	3	5	4	4	5
Hard work makes up for lack of other qualities	3	3	3	4	3	5
You learn more if you work hard, do a better job	1	1	1	2	2	1
All other	5	5	5	4	4	4
Don't know or no answer	8	8	9	10	11	9

Those who listed "being a good politician"

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	40§	14§	26§	16§	6§	10§
- weighted	70	29	41			
	%	%	%	%	%	%
Getting along with people	29	28	29	31	33	30
Knowing the right people	8	3	12	38	50	30
Other	20	24	17	—	—	—
Don't know or no answer	43	45	42	31	17	40

§ Percentages based on less than 100 cases are often unreliable.

Those who listed "Having a pleasant personality"

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1143	472	671	414	176	238
- weighted	1609	657	952			
	%	%	%	%	%	%
Have to get along with people, be pleasant, be liked, to get anywhere	67	65	67	62	64	60
Helps you get ahead by getting along with people, being pleasant	12	9	14	12	9	13
Helps you get the job, a good job	8	8	8	9	9	9
Helps you keep the job	2	4	1	3	3	3
Personality makes up for a lot of other qualities	1	1	1	3	2	4
All other	4	5	3	7	7	8
Don't know or no answer	9	9	8	6	7	5

NOTE: Percentages add to more than 100 percent because some respondents gave more than one answer.

Also in regard to the way young people rated this list of qualities they thought would get them ahead the fastest, the rural and urban samples were each broken down according to the kind of work preferred—government, a large company, a small company, or "on their own." The results are interesting, and in a few instances, amusing.

As was seen, "hard work," "having a pleasant personality," and "brains" scored first, second, and third. A higher percentage of both rural and urban samples preferring a job with either a large or small company rated "hard work" higher than did those who would like to work for the government or, somewhat surprisingly, as their own boss.

Of the eight classifications, urban young people hoping for a job with a small company rated "hard work" the highest while it was rated lowest by urbanites desiring government employment. A one- to two-point higher percentage of both rural and urban youth aiming for government jobs rated a pleasant personality above hard work. Rather interestingly, both those in the rural and urban samples who want to be "on their own" rated a pleasant personality lower than did those who want jobs with the government or private companies.

When it comes to "brains," 43 percent of the urbanites preferring government thought this quality important as compared to 36 percent of rural youth. And only 29 percent of town youth who would like jobs with private companies, either large or small, considered "brains" of prime importance. Rural young people seem to think it takes more brains to work for a large company than a small—38 percent and 27 percent respectively.

Rural young people aiming toward a professional job, an office or business job, a homemaker's job, other jobs, and even those who had not made up their minds rated "hard work," "a pleasant personality," and "brains" in that order. The latter quality was considered essential by only 25 to 40 percent. It scored lowest, 25 percent, with those who would like an office or business job. Although only 98 of the rural sample, presumably farm or small town girls, frankly admitted aiming specifically toward "being a homemaker, a housewife," 73 percent of those who did regard a happy disposition tops, with "hard work" picked by 66 percent. "Brains" was mentioned as essential by only 29 percent of the future homemakers!

Overall these results indicate that young people feel a personal obligation to establish and maintain certain standards of character and/or performance if satisfactory employment opportunities are to be realized. Mr. Rockefeller's address contains actual responses to the question as to what qualities young people believe will help them get ahead the fastest. (4)

Another dimension of the survey was a desire to examine the degree to which young people are motivated by the "tensions of the times." Two question were asked:

First: "Which of the statements on this card most nearly expresses your feelings about the world today?" The statements, along with frequency of choice, were as follows:

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(4) Keynote Address, p. 17.

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1794	897	897	720	359	361
- weighted	2562	1278	1284			
	%	%	%	%	%	%
This is a very exciting, challenging time in which to live, which offers great opportunities to a young person growing up today	37	37	38	35	37	33
While there are difficulties and dangers in the present period, there is a good chance of building a good future	46	43	48	45	43	46
These times are so difficult and dangerous, that I often feel quite confused and uncertain about the possibility of building a good future	12	14	10	14	15	15
This is such a difficult and dangerous time in which to live that there is almost no point in trying to build a good future	1	2	1	3	3	3
Don't know or no answer	4	4	3	3	2	3

Second: "What makes you feel that way?" Those who feel that the world offers great opportunities to a young person growing up today—37 percent of rural sample, 35 percent of urban.

	Rural	Urban
Respondents - actual	680	254
- weighted	960	
	%	%
There are many jobs, job opportunities available today	17	15
Just feel that way, agree with statement	12	13
Because it's the space age	11	14
You can do anything if you try, work hard	11	17
It is the age of opportunities, many new opportunities	8	5
New scientific engineering advances, inventions offer new, better job opportunities	7	8
Have more, better educational opportunities	7	7
There are challenges, difficulties, but you have a chance if you try hard to meet them	4	3

	Rural	Urban
Respondents - actual	680	254
- weighted	960	
	%	%
So many changes, other new discoveries	4	5
It's good to have a challenge, difficulties help you do better	3	2
No sense in being pessimistic	2	4
Many new things to learn	2	3
Don't think world is dangerous, so bad, tensions have eased, it has improved	2	1
It's the age of unrest, world conflict, historical decisions, change	1	1
Have so many modern conveniences	1	1
It's the atomic age	1	1
All other	3	4
Don't know	9	7

Those who feel there are difficulties but a good chance of building a good future—46 percent of the rural sample, 45 percent of the urban.

	Rural	Urban
Respondents - actual	808	322
- weighted	1166	
	%	%
If one works hard there is a good chance; it all depends on you, the individual	32	24
Just feel that way, agree with statement	15	17
No sense in being pessimistic	9	7
There are jobs, good job opportunities	7	6
There is a chance of war, danger but this shouldn't discourage you	7	9
Through education we have a chance	5	6
Always have been difficulties, dangers—no different now	5	7
Hopeful that world tensions ease, be solved	3	4
Threat of war worries me	2	4
There is unemployment, difficulty in getting jobs but if you work hard you can succeed	1	2
Are new discoveries, scientific advances	1	1
It is the age of opportunity, many opportunities	1	2
Integration, racial issue will be solved	*	1
All other	7	9
Don't know or no answer	6	5

* Less than .5 percent

The responses of those selecting the third and fourth statements as most nearly expressing their feelings were combined in answers to the second question as follows:

> Those who feel confused and uncertain—times are so difficult and dangerous there is almost no point in trying to built a good future —13 percent of rural sample, 17 percent of urban.

	Rural	Urban
Respondents - actual	246	124
- weighted	346	
	%	%
Worried about war	31	32
Worried about jobs, financial security	16	21
Just feel that way, agree with statement	11	9
Worried about integration; racial problems	8	12
Things change so fast, are so unsettled these days	7	6
Have, had personal difficulties	3	3
People, moral standards are so bad	1	3
Even if you try hard—there's too much against you today	1	—
Hard to get advanced education, get into college	1	2
All other	12	13
Don't know or no answer	14	13

NOTE: Percentages add to more than 100 percent because some respondents gave more than one answer.

The four statements in the first question were analyzed by rural white and Negro youth as follows:

	Rural	
	White	Negro
Respondents - actual	1624	157
- weighted	2318	226
	%	%
This is a very exciting and challenging time in which to live, which offers great opportunities to a young person growing up today	37	38
While there are difficulties and dangers in the present period, there is a good chance of building a good future	48	24
These times are so difficult and dangerous, that I often feel quite confused and uncertain about the possibility of building a good future	12	16
This is such a difficult and dangerous time in which to live that there is almost no point in trying to build a good future	1	8
Don't know or no answer	2	14

The largest percentage of white responses, 48 percent, regard this present period as difficult but feel there is a good chance of building a good future. Negro youth are not so sure—their responses to this statement totaled 24 percent. There was but one point difference—white 37 percent, Negro 38 percent—in responses by the two races to the statement that the present times are challenging but offer great opportunities to youth growing up today. However, Negro rural youth showed greater pessimism in regard to the last two statements, and the response of Negroes who "don't know" or have "no answer" was seven times as large as white—Negro 14 percent, white 2 percent.

Responses to the four statements in the first question were analyzed in additional ways. There were only a few points difference when tabulated by age groups. There was a higher percentage of rural married youth than single (52 percent to 44 percent) who, granting there are present day difficulties, still feel there is a good chance to build a good future. Taken sectionally, Midwest rural youth seem the more optimistic in this regard, and those in the South the least. The percentages were: Northeast, 49; Midwest, 51; South, 40; Far West, 48.

Efforts were made as concerns these four statements (and in some other instances elsewhere in the survey) to analyze responses in regard to economic level—upper, middle, lower. Here as in the case of "moderate income," "good income," and "high income," mentioned earlier as part of questions put to respondents, it would now seem that terms applying to economic levels in the analysis should have been defined. The income of a New York farmer, considered prosperous by that State's standards, would likely differ from that of his counterpart in a state in the depressed Appalachian area. Further the question can be raised as to how were the rural samples broken down as to economic levels.

As to the questions themselves, however, it is believed that the limitations imposed by the multiple choice nature of the first question are virtually eliminated by the "open-end" nature of the second. The consistency of results obtained on the latter indicate that the respondent was "content" with his choice on the former.

The results of these questions strongly support the claim that the majority of today's young people have not adopted as a philosophy of life, "live today for tomorrow you die." Rather the data suggest that young people believe that, in spite of world tensions, many opportunities are available for them. Mr. Rockefeller's address contains actual responses to the questions. (5)

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(5) Keynote Address, p. 17.

One aspect of the survey was to discover the extent youth was aware of the existence of youth-serving agencies and cognizant of the services they were prepared to offer.

Four questions were asked. The first two were designed to stimulate the youth to think of services which were available and to determine which of these agencies were important to him, *in terms of problems of others*. It was hoped these first two questions would encourage the respondent to consider all of the services in his community.

The last two questions were designed to determine which agencies or persons the youth felt would be of service or assistance to him in the solution of problems *he personally might encounter*.

The first question: "If some adult came to you and said, 'I'd like to talk to someone around here who really understands people your age and their problems,' whom would you recommend?"

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1794	897	897	720	359	361
- weighted	2562	1278	1284			
	%	%	%	%	%	%
Minister, clergyman	25	22	28	22	20	24
My parents	13	12	15	13	11	15
Teacher	13	14	12	11	12	9
School administrator	5	4	6	3	5	1
Guidance leader, counselor	5	6	4	4	5	3
Friend of family	4	4	5	6	4	9
Boy friend, girl friend, someone my own age	3	4	2	3	3	2
Relatives other than parents	2	2	3	2	2	3
Police or parole officer	2	3	1	—	—	—
Coach	2	3	1	1	2	1
Me, myself	1	2	*	2	3	1
Welfare officer	1	1	1	3	3	2
YMCA, Scouts, YWCA, YMHA	1	1	*	1	2	1
State or local youth official	1	1	*	1	2	1
Wife, husband, fiancee, fiance	*	—	1	1	—	1
Judge	*	*	*	1	1	1
Brother, sister	*	*	*	1	1	1
General town official	*	*	*	—	—	—
Doctor, family doctor	*	*	*	1	1	—
All other	3	4	2	3	4	3
Don't know or no answer	19	19	19	21	20	23

* Less than .5 percent

NOTE: In this and in the following tables in response to these questions, percentages may add to more than 100 percent because some respondents gave more than one answer.

The clergy, parents, and teachers, in that order, led the field with both rural and urban young people of both sexes. Apparently the police or parole officer failed to score a recommendation by urban boys and girls as did the general town official. Less than .5 percent of rural youth recommended a judge, a brother or a sister, or family doctor. The doctor also lost out with urban girls.

The rural responses were broken down as to age groups: 16-18, 19-20, 21-23. It was noted that a clergyman was recommended by a rising number of the 21- to 23-year-olds—male 29 percent, female 35 percent—while there was a drop of 2 points for parents and 5 points for teachers by both young men and women. Possibly the dropoff for teachers was affected by the number in this age bracket who had finished schooling.

The question also was analyzed by the rural sample broken down into white and Negro, and into those who live in areas classified as farm, nonfarm, and town with the following results:

	Rural	White	Negro	Farm	Nonfarm	Town
Respondents - actual	1794	1624	157	560	982	252
- weighted	2562	2318	226	780	1414	368
	%	%	%	%	%	%
Minister, clergyman	25	26	13	28	24	22
My parents	13	13	20	12	14	13
Teacher	13	13	19	14	13	13
School administrator	5	5	2	5	5	7
Guidance leader, counselor	5	5	1	7	3	8
Friend of family	4	4	7	4	4	5
Boy friend, girl friend, someone my own age	3	3	—	2	3	2
Relatives other than parents	2	2	5	2	3	1
Police or parole officer	2	2	*	1	3	2
Coach	2	2	1	2	2	2
Me, myself	1	1	1	1	1	*
Welfare officer	1	1	1	1	1	2
YMCA, Scouts, YWCA, YMHA	1	1	*	1	1	1
State or local youth official	1	1	—	1	*	*
Wife, husband, fiancee, fiance	*	*	*	*	*	1
Judge	*	*	—	—	*	1
Brother, sister	*	*	*	*	*	—
General town official	*	*	1	*	*	*
Doctor, family doctor	*	*	—	*	*	1
All other	3	3	1	3	3	2
Don't know or no answer	19	18	28	17	20	17

* Less than .5 percent

Second question: "What is there about the way (he, she) thinks and does things which makes you recommend (him, her)?"

(In order to give an understanding of what the young people had in mind, the responses in the two main categories are broken down through five subdivisions.)

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1794	897	897	720	359	361
- weighted	2562	1278	1284			
	%	%	%	%	%	%
They know, understand our problems	46	47	45	41	47	35
They know, understand us better	17	17	18	14	17	11
They have more contacts; do many things with young people	15	16	14	14	18	11
They have been trained to deal with young people's problems	6	5	6	5	5	5
They have had teenage children of their own	4	3	5	3	4	3
They have experience in counseling	4	4	3	4	5	2

Remaining responses are spread over three additional scoring areas.

The kind of advice, way they would handle problems	35	34	36	38	33	43
Sympathetic, understanding; helpful, put themselves in your place	13	10	15	16	13	18
They basically, genuinely like young people—will listen to us	6	6	6	6	3	6
Give good, the right advice	5	6	4	6	5	7
I have, people have respect for them, their knowledge, advice	4	4	4	3	3	4
Personable, easy to talk to	4	3	4	3	8	4

Remaining responses are spread over five additional scoring areas.

All other comments	5	4	5	4	5	3
Don't know or no answer	22	22	22	24	22	26

Third question: "If you wanted to talk to someone about a problem of your own, whom would you consult?"

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1794	897	897	720	359	361
- weighted	2562	1278	1284			
	%	%	%	%	%	%
My parents	51	54	49	49	52	47
Minister, clergyman	15	13	17	14	12	16
Boy friend, girl friend, someone my age	6	5	7	5	3	7
Relatives other than parents	6	6	5	5	5	6
Friend of family	5	4	5	6	5	7
Wife, husband, fiancee	3	1	4	4	2	5
Teacher	2	3	2	2	3	2
Guidance leader, counselor	1	2	1	2	2	1
School administrator	1	1	1	*	1	—
Brother, sister	1	1	1	1	2	1
Me, myself	1	1	*	1	1	1
Coach	*	1	*	*	1	—
Doctor, family doctor	*	*	1	1	1	*
Police or parole officer	*	1	—	—	—	—
State or local youth official	*	*	*	*	*	*
All other	2	2	2	3	3	3
Don't know or no answer	7	8	6	7	7	6

* Less than .5 percent

The responses were broken down by age groups—16-18, 19-20, 21-23—and it is interesting to see that in all three age brackets a higher percentage of young men—from 2 to 7 points—would turn to their parents than would young women. This may be a surprise to some! Young women apparently would talk with a clergyman more readily than young men with the exception of the 16-18 age bracket where the frequency score, 9 percent, was the same for both.

As Mr. Rockfeller stressed in his talk, parents can derive renewed confidence from the large percentage of young people who, if they had a problem, said they would turn first to their parents. (6) Parents really came out ahead—rural 51 percent, urban 49 percent. The nearest runner-up for youthful confidence was the clergy—rural 15 percent, urban 14 percent.

If these findings are granted validity, teachers, guidance leaders, counselors, coaches, even the family doctor, might well ponder their standing in the opinion of youth as personal consultants. Only the teacher rated as high as 3 percent, and that only from farm young people. State and local youth officials received a vote of confidence from less than .5 percent of either rural or urban youth. Perhaps these findings will encourage those of us who did not rate a high score to reevaluate our thinking and reexamine our approach to young people.

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(6) Keynote Address, p. 17.

It will be noted that young people, when asked by some adult to recommend someone who understands their age group and its problems, recommended clergymen, their own parents, a teacher, in that order of frequency. But when it comes to getting help on a problem of their own, as we have seen, 51 percent of the rural sample and 49 percent of the urban, said they would go to their parents. Clergymen, in second place, held a frequency of 15 percent rural and 14 percent urban, but teachers rated a frequency of only 2 percent with both rural and urban as advisors on one's *personal* problems. Yet teachers had been recommended to an inquiring *adult* by 13 percent of the rural and 14 percent of the urban as understanding of young people and their problems. An effort was made through the fourth and last question in this series for enlightment.

Fourth question: "Why would you choose (a different person) instead of the one you mentioned before?" This was asked of respondents who named a different person as one they would consult about a personal problem from the one they named as good to consult about young people in general—rural 63 percent, urban 65 percent.

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1160	605	555	469	238	231
- weighted	1611	832	779			
	%	%	%	%	%	%
Because they know, understand, are close to me	56	54	57	49	47	51
Parents, mother, father	41	43	38	33	35	31
Other older people	7	5	8	7	5	10
A friend my age	6	5	7	6	5	6
My wife, husband	2	1	4	3	2	4
They know best, better qualified, give good advice	6	6	5	9	9	8
Because I can, could talk to them more frankly	5	5	6	3	3	3
Think they would, could help me more	4	4	3	5	5	5

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1160	605	555	469	238	231
- weighted	1611	832	779			
	%	%	%	%	%	%
Been taught to, everybody should go to parents, natural thing to do	4	4	3	4	5	4
Because they have experience	3	4	3	3	3	3
Depends on problem	3	4	3	3	4	3
Would be kept more confidential, private	3	3	3	2	3	2
Because they are less close, personally involved	1	*	1	*	—	*
Because I like, respect him	1	*	1	1	1	*
All other	7	6	9	8	8	9
Don't know or no answer	12	13	11	14	16	12

* Less than .5 percent

Questions were asked to determine if young people think their moral standards are higher or lower than were those of people now in their forties when they were young—and why? Also they were quizzed on how they believe their parents would answer such questions. And the responses give some revealing sidelights on how youth views its elders! This series of questions includes a comparison of responses made by a rural young person when interviewed by an adult or someone his own age. Young interviewers, especially trained for this task, questioned only persons of the same sex while the older interviewers talked with those of the opposite sex in 30 of 60 counties in which the young interviewers were used. *(See pages 50 and 51)*

Young women in the rural and urban areas believe their present day standards are lower, and in this they are joined by young men urbanites. A higher percentage of rural young men than those in town believe their standards are higher than those held by their elders 20 years ago. Some interesting points showed up when the rural sample was broken down by age. Thirty-four percent of the young men from 16 to 20 years thought standards generally lower but when they got into the 21-23 age bracket only 24 percent of them did. Regionally the rural southerner regards today's standards as improved while the rural northeasterner is the most pessimistic.

First question: "Do you think the moral standards of young people in their early twenties today are generally higher or generally lower than the standards people now in their forties had when they were that age?"

	Respondents - actual - weighted
Generally higher	
Generally lower	
Same (volunteered)	
Don't know or no answer	

Second question:

(A) "Why do you think young people's moral standards (today) are higher than they were twenty years ago?"

Asked of respondents who said they believed they were higher —31 percent of rural sample, 28 percent of urban

	Rural	Urban
Respondents - actual	580	201
- weighted	797	
	%	%
More, better education, schools	33	30
Grow up faster, do things earlier, know more, have broader outlook	12	12
Standard of living is better, have more money, material advantages now	9	9
More to look forward to, more opportunities	8	6
Since more to look forward to, try harder, set goals higher, plan ahead more	7	4
More, better job opportunities	6	6
Keep busier, have more places to go, more things to do	5	5
They just are, we do have high moral standards	2	7
Parents let them, encourage them to do more	1	2
There was a war then	1	2
Life is harder now, less jobs, etc.	1	1
Parents, adults help them to have better moral standards	1	1
Laws are stricter now	1	.....
Kids are more liberal minded, progressive	*	1
Better, more churches, religion	*	1
Older people have told me	.....	1
All other	12	11
Don't know or no answer	20	19

* Less than .5 percent

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Rural	Male	Female	Adults	Peers	Urban	Male	Female
1794	897	897	1359	435	720	359	361
2562	1278	1284	1983	579			
%	%	%	%	%	%	%	%
31	35	27	32	27	28	29	27
38	32	45	38	38	44	42	47
22	22	21	21	25	18	17	18
9	11	7	9	10	10	12	8

The top reason why today's young people think their moral standards are higher than they were 20 years ago is—education! But unless education can be departmentalized into "book learning," training on how to make a million dollars in ten easy lessons, and schooling for the role of human being, this would seem to contradict the low value placed upon "teacher" as one who understands juvenile nature as noted in previous tabulations. Also a shocker, which would seem to contradict the influence of parents, is that only 1 percent of rural and a like percentage of urban credited parents and other adults with helping them to have better moral standards. This does not take into consideration that parents have had much to do with the better standards of living, mentioned in higher scoring, but it does pinpoint a seeming failure of parents to impress upon John and Mary a recognition of their part in giving them higher standards. A second shocker is the role of churches and religion. Less than .5 percent of rural youth and only 1 percent of urban youth credited "better, more churches, religion." This may cause a layman's eyebrows to raise at the type of questions, the conduct of the interview, the scoring—or the anemia of religion.

(B) "Why do you think young people's moral standards (today) are lower than they were twenty years ago?"

Asked of respondents who said they believed they were lower —38 percent of rural sample, 44 percent of urban

(See page 52)

These responses speak for themselves! The main objective of this survey was to give youth the chance to speak out fearlessly and frankly—and that they have done in giving the reasons why up to 44 percent of those questioned think their moral standards are lower than those of young people their age 20 years ago. Parents, adults, are you listening?

	Rural	Urban
Respondents - actual	693	319
- weighted	979	
	%	%
Their life is too easy, free of responsibility; have too many advantages, temptations, opportunities to get into trouble	25	23
Difference in upbringing, family life	23	25
Parents are too lenient, not strict enough, give them too much freedom	15	12
Parents aren't home enough, too busy to be with them, to supervise them	3	3
Parents are not teaching them the difference between right and wrong, giving them standards	2	4
Less affection, close relation, love in the home	1	2
Too many broken, unhappy homes	1	1
Just not brought up right; it's the parents' fault	1	*
Parents don't educate the kids properly about sex	*	1
Other	2	2
Moral standards in general are lower; adults don't behave, set bad example	13	10
Sex, crime, life has been publicized, glamorized by movies, TV, magazines, etc.	8	9
It's the fast pace, complexity of life today makes kids grow up too fast	7	9
Are drinking, drinking too much	7	3
They have less pride, no sense of purpose, live for today	7	7
Juvenile crime rate is higher—more stealing, vandalism, beatings, etc.	6	5
Been an increase in the number of unwed mothers	6	6
Read, heard so much about it	5	3
Too much emphasis on dating, staying out too late, going steady, marrying too soon	4	5
Seen them, how they act, know they have lower moral standards	4	5
Too little, less emphasis on religion, church	3	2
Experience sex at an early age, sex no longer a forbidden thing	2	3
Insecurity of life today, threat of war	1	3
Lack of jobs, too much unemployment	1	*
Schools don't do the job they should	1	......
Not as interested in school, leave school too soon	1	2
All other	5	5
Don't know or no answer	8	8

* Less than .5 percent

Mr. Rockefeller included in his address some actual opinions young people have of their parents, of which he said "parents may find helpful, or at least thought-provoking." (7)

The young folks were asked how they thought their parents would answer the questions. Would they say that the moral standards of young people in their twenties today are higher, lower, or about the same as those of the same age two decades ago? The responses: generally higher—rural 15 percent, urban 14 percent; generally lower—rural 48 percent, urban 49 percent; the same—rural 19 percent, urban 20 percent.

Attention also was directed toward law enforcement. The young folks were asked: "Whose responsibility is it to see that the laws are enforced?" Sixty-four percent of the 1794 rural young people and 65 percent of the 720 urbanites consider it a responsibility of officially authorized people, predominantly police, law enforcement agencies, the courts, and local, state and Federal officials. Two percent of both samples would have lawmakers themselves see that laws are obeyed! Sixty-seven percent of the rural and 68 percent of the urban regarded law enforcement as a responsibility of "nonofficial people," such as themselves, people in the community, parents, other adults, and by a very small percentage, teachers. (The group totals add to more than 100 percent because some respondents gave more than one answer.)

A sizeable percentage of the respondents had indicated they had a responsibility in seeing that laws are enforced or obeyed, and this attitude was tested by a question to the total samples as follows:

"What responsibility, if any, do you feel that you, yourself, have in seeing that the laws are enforced?" *(See page 54)*

Young women in both rural and urban areas seem to have a stronger personal sense of responsibility than young men in country or town. Forty-five percent of urban young women and 40 percent of their country sisters, as compared to 37 percent of urban young men and 35 percent of their country brothers, believe they personally should see that they, themselves, obey the laws. More young men in rural areas, 21 percent as compared to 18 percent in the city, think they have a personal responsibility to see that others obey the law. Nineteen percent of young women in town and country see it this way. It was impossible to determine what percentage believed they had no responsibility to see that they, themselves, obeyed the laws, or that others did, because responses to this were included in the category of "none, don't know, or no answer."

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(7) Keynote Address, p. 17.

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1794	897	897	720	359	361
- weighted	2562	1278	1284			
	%	%	%	%	%	%
To see that I obey them (laws), don't break any, do the right thing, am responsible for myself	37	35	40	41	37	45
To see that others obey the law	21	23	19	18	18	19
To see that I and others obey the law	18	16	19	19	20	17
By voting, to elect competent officials, law enforcement officers	4	5	4	4	5	3
Have a responsibility, lots of responsibility	3	3	2	2	2	2
To cooperate with the police	2	2	1	2	1	2
Have some, little responsibility	*	1	*	*	*	*
All other	1	1	*	1	2	1
None, don't know or no answer	16	16	15	15	16	14

* Less than .5 percent

An effort was made to determine what kinds of law violations young people thought should be reported to the authorities, and also why they believed some violations should be reported and others not. A breakdown into subtotals is given in some instances to show their range of thinking. The first question asked was:

"What kinds of law violations do you think should be reported to the authorities?" *(See page 55)*

The rural sample was broken down into age groups with some interesting angles. Only 25 percent of the 21- to 23-year-old men regarded traffic violations as reportable as compared with 35 percent for the total rural sample. In the comparable age group of women, 40 percent held such violations should be reported. Young women in all age groups took a dimmer view of reckless driving, speeding, and drunken driving than did men. But when it comes to property theft and damage, a higher percentage of men, especially in the 16-18 age bracket, than women would report such violations. More upper age women than comparable men, 15 percent to 10 percent, regard physical violence, such as fighting, as reportable. Only a small percentage regarded selling liquor to minors as a violation that should be reported, but somewhat surprisingly more top age men than women, 3 percent to 1 percent, thought so.

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1794	897	897	720	359	361
- weighted	2562	1278	1284			
	%	%	%	%	%	%
Driving, traffic violations	35	30	40	35	21	28
Reckless driving; driving that endangers lives	31	28	34	20	17	22
Speeding, driving excessively fast	14	12	17	8	7	9
Drunken driving	8	6	11	2	2	2
Reckless driving, traffic violations that endanger life	8	8	7	3	2	4
Accidents	5	5	5	5	4	6
Hit and run cases	3	4	3	5	5	5
Traffic violations	4	2	5	4	3	6
Driving without a license	1	1	1	—	—	—
Other	2	1	2	1	1	1
Property theft, damage	42	45	39	43	44	41
Stealing, robbery, theft	28	30	25	28	30	26
Destruction of people's property; vandalism	15	17	13	17	16	18
Breaking and entering	8	8	8	5	6	4
Fire setting, arson cases	1	1	2	3	3	2
Injury to persons, endangering lives	21	20	21	28	28	29
Physical violence, fighting, assaults; actions that harm others	12	11	12	17	17	18
Murder, killing	9	8	9	11	12	10
Physical injury, assaults on women, children	2	1	2	3	2	4
Any, all violations should be reported	16	17	16	19	18	20
Major, more serious violations should be reported	11	13	9	12	17	7
Disturbance of the peace	2	2	2	4	4	4
Furnishing, selling liquor to minors	2	2	2	2	1	2
Violations by teenagers, juvenile delinquency	2	2	2	3	4	3
Loitering, loafing around	* Less than .5 percent			*	*	*
All other	9	6	11	10	11	8
None	1	1	*	1	1	1
Don't know or no answer	11	10	12	9	8	10

NOTE: Group totals add to more than 100 percent and subtotals may add to more than group totals because some respondents gave more than one answer.

Overall it would seem that young people do not take their personal responsibilities in obeying the law very seriously, nor do they seem to have a strongly developed sense of obligation to report law violations. These findings are particularly pertinent against a background of recent shocking instances of adults' failure to report crimes.

An effort was made to determine the attitude of young people in relation to their own group. The respondents were told that this statement is often made in articles and speeches about young people, namely that: "Young people are much more likely than adults to do things because their friends are doing them, even though they realize they are wrong." They were asked if they agreed or disagreed with the statement. Seventy-four percent of both rural and urban samples agreed, 23 percent of each disagreed, and 3 percent of each did not know or had no answer.

In an attempt to detect attitudinal changes that might occur in event a friend did something wrong, this question: "If your friends did something wrong and you realized it, how would you feel about them?" was put to the 74 percent of the rural sample and the 74 percent of the urban sample who agreed that young people were more likely to do wrong things because their friends were doing them. The results were:

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1346	696	650	531	268	263
- weighted	1902	978	924			
	%	%	%	%	%	%
General Attitude	74	76	72	73	75	72
Be sympathetic, understanding, still like them, forgive them	21	21	20	20	20	20
Depends on how serious a wrong it was	18	22	13	18	23	12
Think less of them, lose respect for them, like them less	18	17	18	17	15	19
Feel bad, sorry for them	7	6	8	5	6	5
Feel let down, disappointed, ashamed of them	7	6	7	6	5	7
Depends on how they felt about it, acted afterwards	6	5	7	6	5	7
Still be friends but not as good, close friends	4	3	5	4	2	6
Depends on which friend was involved	3	2	5	2	2	2

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1346	696	650	531	268	263
- weighted	1902	978	924			
	%	%	%	%	%	%
Would be no concern of mine, their life, business	3	5	2	6	8	5
Be mad, disgusted	1	1	1	1	1	1
Other	2	2	3	4	4	3
What I would do about it	44	42	48	39	35	43
Try to help them correct, change their ways	14	13	15	12	10	14
Talk it over with them, tell them how I felt	11	9	12	9	8	10
Wouldn't see them anymore	9	10	9	10	10	10
Have less to do with them, probably try to avoid them, feel I shouldn't see them	7	6	7	5	4	6
Wouldn't join in their wrongdoing	3	3	4	3	2	3
I'd report them	2	2	1	1	1	2
Would continue to see them	1	1	2	1	1	1
Wouldn't see them anymore because I'd be afraid I'd get into trouble	1	1	1	1	1	1
I'd say, do nothing, not report them	1	1	1	......	......	......
Probably would join them, be in it with them	1	1	1	1	1	......
Don't know or no answer	6	6	6	5	6	5
All other comments	*	*	*	1	1	1

* Less than .5 percent

An effort was made to determine the attitudes of young people on juvenile delinquency. They were asked for examples of conduct that adults are inclined to call juvenile delinquency, but which in *their* opinion should not be so described. As part of this first question, some of the respondents were interviewed by someone their own age to see if franker answers would be forthcoming. In general the results were similar, with instances of but 1- and 2-points difference, and only one instance of a 3-point difference. As a followup question, the young people were asked for examples of behavior that in *their* opinion might lead to juvenile delinquency.

First question: "Can you give me some examples of things that people are inclined to call juvenile delinquency these days, but which actually in your opinion should not be called that?"

	Rural	Male	Female	Adults	Peers	Urban	Male	Female
Respondents - actual	1794	897	897	1359	435	720	359	361
- weighted	2562	1278	1284	1983	579			
	%	%	%	%	%	%	%	%
Driving—cars, motorcycles	21	23	20	21	22	13	12	14
Fast driving, speeding, hotrodding, drag racing	13	14	12	13	12	7	7	6
Just driving around, driving	5	5	5	5	6	4	3	4
Organized drag races, official contests, racing on drag strips	1	1	1	1	1	1	*	2
Accidents, they make too much of wrecks	1	1	1	1	1	1	1	1
Any minor traffic violations	1	1	1	1	1	*	*	*
Drinking, drinking parties, going to bars	7	7	7	7	7	7	6	8
Dancing, teenage type of dances	6	3	8	6	4	4	2	6
Staying out late	6	7	4	6	5	7	7	6
Smoking	5	5	5	5	6	5	5	6
Nondestructive pranks, minor mischief, practical jokes	5	6	4	4	6	4	6	3
Making noise, noisy parties	4	3	6	5	4	7	9	6
Showing off, loafing around, going around in groups	4	4	3	4	2	6	7	5
I think most everything they call juvenile delinquency is justified	3	2	3	2	5	4	4	4
Almost anything kids do is called delinquency—this is wrong	3	3	2	2	3	4	4	4
Appearance; sloppy habits, bad dressing	2	2	2	2	3	3	2	3

Hanging around streets	2	3	2	2	3	6	6	5
Stealing small things—candy, watermelon	2	1	3	2	2	1	2	1
Almost nothing should be called juvenile delinquency because it's not the kids' fault	2	2	2	2	2	2	1	2
Just dating, going out with the opposite sex	1	1	2	1	1	1	1	1
Fighting, shoving each other around for fun	1	2	1	1	1	2	3	2
Clubs, groups they call gangs	1	2	1	1	1	2	2	2
Staying out late with the opposite sex	1	1	*	1	1	1	1	1
The way they talk—use slang, bad language	*	*	1	*	1	1	1	1
Nine other categories	15	15	13	15	16	20	20	18
Don't know or no answer	38	38	38	39	34	31	28	33

* Less than .5 percent

NOTE: Group totals add to more than 100 percent and subtotals add to more than group totals because some respondents gave more than one answer.

Second question: "Now, can you give me some examples of things a young person really might do which really represent the beginning of juvenile delinquency, or becoming a real juvenile delinquent?"

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1794	897	897	720	359	361
- weighted	2562	1278	1284			
	%	%	%	%	%	%
Stealing	40	41	40	39	42	37
Small thefts, shoplifting	20	21	19	20	21	19
Stealing other things	19	18	19	17	17	16
Stealing cars	3	3	2	5	5	4
Drinking, drinking too much, too young, going to bars	30	27	32	27	28	26
Associating with a gang, bad company	22	23	20	23	26	21
Becoming a member of a gang, doing things to be accepted by a group	10	11	9	9	9	9
Getting in with a bad crowd, the wrong crowd	10	10	9	12	14	10
Getting in with an older crowd	2	3	2	3	3	2
Vandalism, destruction of property, breaking and entering	20	20	21	19	20	18
Disobedience, rudeness to people	11	10	12	11	9	14
Disobeying parents	6	5	7	8	7	8
Being disobedient, rude to people, higher authorities	5	5	5	4	3	6
Disobeying teachers	1	1	1	1	1	1
Reckless driving, hotrodding, speeding, drag racing	11	9	12	8	7	10
Family, upbringing, situation	10	9	10	11	11	10
Too much freedom, lack of parental discipline	6	6	6	7	8	6
Bad, unhappy family life	3	3	3	3	3	3
Parents too strict	1	1	1	1	1	1
How they're brought up, other family influences	1	*	1	1	1	1
Fighting, acting tough, picking on young kids	7	7	7	10	11	9
Staying out late	6	6	6	11	12	9
Smoking	6	6	7	5	7	4

	Rural	Male	Female	Urban	Male	Female
Respondents - actual	1794	897	897	720	359	361
- weighted	2562	1278	1284			
	%	%	%	%	%	%
Hanging around, having nothing to do is the cause	3	4	2	4	4	3
Skipping, quitting school	2	2	3	4	3	5
Dating too soon, going steady too early, growing up too fast socially	2	1	2	2	1	3
Dope, glue sniffing parties	2	2	2	3	4	2
Lying	2	1	2	2	*	3
Assault, beating people up	2	1	2	3	2	3
Having a car, a car too soon	1	2	1	1	1	2
Carrying, having knives, weapons	1	1	1	2	3	2
Gambling	1	1	1	1	1	1
Cheating	1	1	1	1	*	2
Killing, murder	1	1	1	1	1	1
Their appearance — sloppy habits, bad dressing	*	*	1	1	1	1
Staying out late with opposite sex	*	.....	1	*	.....	1
Unchaperoned parties	*	*	*	1	1	1
All other	6	6	6	8	8	7
Don't know or no answer	7	8	6	6	5	7

* Less than .5 percent

NOTE: Group totals add to more than 100 percent and subtotals may add to more than group totals because some respondents gave more than one answer.

The tables in response to these last two questions are quoted rather fully, not because the percentage points in responses are high but because they are low. Studied carefully, these responses indicate that parents, educators, the clergy, and others dealing with youth could do a better job in instilling standards of conduct. With these responses in mind, it might be conducive to further thought to reread the reasons, quoted earlier, why a sizeable percentage of young people believe their moral standards are lower today than they were 20 years ago. They cry out for adult leadership, example, and direction—"parents are too lenient—"adults don't behave"—the life of today's young people "is too easy, free of responsibility"—"too little, less emphasis on religion, church."

The real shocker in response to the first of the last two questions is the high percentage, 38 percent of the rural and 31 percent of the urban, who "don't know or have no answer" or can give no examples of conduct that adults call juvenile delinquent but which they, in their own opinion, do not think should be so described. The rural sample is broken down by age groups, and the upper age bracket, 21- to 23-year-olds, seems the most confused. Forty-six percent of the male youth in this group and 43 percent of the young women had no answer or didn't know. This group is old enough to vote, and includes the young married and perhaps young parents! The young people did better when it came to giving examples of conduct that might indicate the beginning of juvenile delinquency. Only 7 percent of the rural and 6 percent of the urban didn't know or had no answer.

As could be expected, young people are on the defensive when it comes to driving cars and motorcycles. Their inexperience of the dangers involved and their youthful love of action could be expected to prompt a comparatively large percentage to object to adults terming hotrodding and fast driving as juvenile delinquency. Yet when it comes to identifying conduct that "really represents the beginning of juvenile delinquency," reckless driving, speeding, drag racing comprised the sixth point listed.

Their two categories of responses to the first question indicate a "chip on the shoulder" attitude and an unwillingness to accept personal responsibility for their own individual behavior. Three percent of rural and 4 percent of urban complain that "almost anything kids do is called juvenile delinquency—this is wrong" and 2 percent of rural and urban hold "almost nothing should be called juvenile delinquency because it is not the kids' fault." Even the top age rural young men and women (no breakdown by age was made of the urban sample) felt that way—but it was not clear if they were thinking of themselves still as "kids" or had in mind their juniors.

The differences in generations can be seen in the protests by today's youth that their teenage dances should not be termed "juvenile delinquent" by those who did the Charleston and Black Bottom in their youth. And when it comes to noisy parties, have those of the Jazz Age forgotten the complaints they got from suffering neighbors? Responses to both questions indicate little friction over dating, staying out late with the opposite sex. Either the youngsters agree with their elders—or the latter are not making much of an issue of it.

Now and then a surprise shows up in regard to the attitude of young women that varies from conventional beliefs. It might jar urban parents that their young daughters, age 21 to 23, are less inclined by

1 to 3 points than any age group of male youth to agree with adults who would term "drinking, drinking parties, going to bars" as an example of juvenile delinquency. Yet when it comes to fingering conduct that "really represents the beginning of juvenile delinquency" all age girls outnumber male youth in stressing drinking. Do girls have greater confidence in their ability to "handle their liquor" than they have in men's ability? Does going to a cocktail party seem advanced to a young girl who really doesn't drink very much—and so what could be wrong? Does a girl with three martinis "under her belt" really believe she is in better shape to drive the convertible home than her date who has had a like number? With alcoholism a problem, more research would be valuable.

When it comes to listing examples of what represents to youth the onset of juvenile delinquency, stealing tops the list—but only by 40 percent of the rural and 39 percent of the urban samples interviewed. This small percentage may result from the type of question asked. The young people were not asked to list conduct they considered wrong, but conduct earmarking the beginning of delinquency. But here again is a point of interest in regard to the feminine sex. Rural and urban girls regarded "small thefts, shoplifting" two points less serious than did young men.

Of especial interest to parents and other adults are responses to the question:

"In recent years the number of children born to unmarried mothers has steadily increased. What do you think are the causes of this?"

(See pages 64 and 65)

Here again is an appeal from youth, not for more indulgence—they deplore too much freedom!—but for more education, training, understanding, affection, ways in which they can demonstrate responsibility, plus better adult behavior. If, as youth speaking out says, "young children" today have "no morals" or "moral standards in general are lower," why is this so? In this table, as in many others, the categories of responses overlap. For example, a subtotal under "Parents, family life" deals with "too much freedom" and there is also a group total concerned with this. This makes it difficult to get a clear, factual picture. But even so, "the mirror on the wall" cannot return an image pleasing to parents and other adults who work with young people.

Again, in an effort to enlist possibly franker answers, interviewers of the same age group as the interviewees were used along with adults in the same areas. When replying to adults, a slightly higher percentage of respondents, in a number of instances, put the responsibility for their believed shortcomings on their elders than did when talking with peers.

	Rural	Male	Female	Adults	Peers	Urban	Male	Female
Respondents - actual	1794	897	897	1359	435	720	359	361
- weighted	2562	1278	1284	1983	579			
	%	%	%	%	%	%	%	%
Parents, family life	46	40	52	48	39	45	36	53
Parents being too lenient, not strict enough, give them too much freedom	15	16	14	16	11	13	11	15
Parents not teaching any standards, moral codes, the differences between right and wrong	7	6	8	7	6	7	6	8
Parents too strict	6	3	8	6	4	6	5	8
Parents don't educate the kids properly about sex	6	5	6	6	4	7	6	8
Effects of broken, unhappy homes, quarrelsome parents	5	3	7	5	4	4	4	4
Not having affection, love in the home	4	2	6	4	3	6	4	7
Just not brought up right; it's the parents' fault	3	3	2	2	4	2	1	3
Parents not home enough, too busy to supervise them	2	2	3	3	2	1	1	1
Parents push kids out ahead, too soon	2	1	2	1	3	2	2	2
Parents set wrong standards, behave badly themselves	1	1	1	1	1	1	1	1
Parents aren't close enough to their kids, don't understand, know them	1	1	1	1	1	1	1	1
Young children today just have lower standards, no morals, are at fault	7	8	6	7	7	8	9	7
Moral standards in general are lower	7	7	6	5	12	7	9	6
Have more freedom, more temptations, chances to be alone	6	6	6	6	5	5	7	4
Date, go out at too young an age	6	5	7	6	6	5	4	5

Go steady, get serious, too much necking too early	5	3	6	4	5	5	3	6
It's the girl's fault	4	3	5	4	4	6	6	6
It's the fast pace of life today—makes kids grow up faster	4	4	3	3	4	2	3	2
Sex has been glamorized by magazines, movies, TV, etc.	3	4	3	4	2	5	4	5
Car, having a car too soon	3	3	3	3	4	3	4	3
Kids try to grow up, want to act grown up, be accepted too soon	3	3	3	3	3	2	2	2
There's not enough for kids to do, have too much free time on their hands	3	2	3	3	2	3	2	4
Get in bad company, older company	3	1	4	3	2	4	4	4
Too much ignorance about sex	2	3	2	3	1	3	3	4
Drinking, more access to liquor	2	3	2	3	2	3	4	3
Not enough religion in their lives	2	2	2	2	*	1	1	2
It's the boy's fault	1	1	2	1	2	1	1	1
Schools don't do the job they should	1	1	1	1	1	1	1	1
Staying out late	1	*	2	1	1	1	1	*
Number of unmarried mothers hasn't increased, statistics are wrong	1	1	*	1	1	1	1	1
Welfare supports the children	*	*	1	*	1	1	1	1
Dances, go to more dances now	*	*	*	*	1	......	......	......
All other	3	3	2	2	4	3	3	3
Don't know	16	22	10	16	15	14	18	11

* Less than .5 percent

NOTE: Group totals add to more than 100 percent and subtotals may add to more than group totals because some respondents gave more than one answer.

Only 5 percent told adults they believed moral standards in general are lower when questioned in regard to reasons for the increase in the number of unwed mothers, but 12 percent confided to those their own age they believed this to be so. Also in some instances it would seem the respondents told adults what they thought would please the grownups. Only 2 percent told adults the reason for the increase in unwed mothers is because youth is "not brought up right" and it is the parents' fault, but in peer talk 4 percent held parents blameable.

Amusingly there is the old "and Adam blamed Eve" angle—and Eve agrees! Among the young folks interviewed are some skeptics. Some 1 percent just don't believe the number of unmarried mothers has increased. "Statistics are wrong," they held.

A few decades ago there was thundering that the then modern dances were an excitement to immorality. But less than 0.5 percent of today's rural youth thought present teenage dance floor gyrations contributed to the increase in unwed mothers and one of the urban youngsters regarded it worth mentioning when talking with adults. But 1 percent did wonder to their peers.

There has been criticism of the welfare payments for dependent children program on the basis that it contributes to an increase in unwed mothers and illegitimate children. This survey shows that less than 0.5 percent of 897 rural males and only 1 percent of 350 urban males gave this as a reason for the increase, and that of 897 rural and 361 urban women, only 1 percent, respectively, considered the angle in a supposedly academic discussion because this study does not show that unwed fathers and unwed mothers, as a group, are being questioned. It is possible the figures do contain a representation of those whose opinions result from experience, but this is not set forth.

Responses were also broken down as to rural married and single respondents, and on this topic 2 percent of 226 married women said that in their opinion welfare support was a cause of the increase. It was not mentioned by married men or single girls.

Considerable attention was given to civil rights. The young people in sizeable percentages had a variety of opinions to the series of questions asked. This demonstrates their awareness of the subject and the problems involved. This series produced some interesting results, and since these young folks are tomorrow's voters and leaders they are well worth "listening to."

Rural and urban youth were first asked to tell what the words, "Civil Rights," mean to them. They were asked for examples as to how they think the problem of civil rights for Negro and other minority groups should be handled—and they responded at length! They were asked to rate from "much too slowly" to "much too fast," the speed with which they believe "the government" is moving to ensure civil rights for Negroes and other minority groups. Responses to some of the questions were broken down by sex, age brackets, and economic levels. The rural sample was broken down regionally, and that of the southern region into white and Negro. The urban sample was questioned on the basis of white and Negro.

(See pages 68 and 69)

Can it be that today's youth is becoming racially colorblind? Examination of responses to the question as to the meaning of the words, "Civil Rights," to the individual respondents shows that only in two responses is the word "Negro" used.

Some of the group categories overlap, such as "rights of the people" and "rights of citizens," but a study of this table can be comforting to adult "worry-worts." The words, "Civil Rights," as these young people in all parts of the country including the South appear to understand, relate to the rights of an individual in organized society and under the American form of government. Responses tend to be philosophical, academic—"rights of the individual versus the state," for example. And a few remembered "life, liberty, and the pursuit of happiness." The replies are akin to those expected on a political science test paper.

But that "Civil Rights" to a sizeable number means the freedom "to do what you want" provided it is within the law or does not infringe upon "the rights of others," indicates an urge by youth to do what is legally and morally right. This comes out more clearly here than in questions in regard to obedience to the law and individual responsibility for law enforcement.

The category "to help everyone, to improve conditions for all people" was raised and it is interesting to note that 1 percent of white southerners and 1 percent of Negro urbanites mentioned it. Apparently it didn't occur to any measurable extent to rural respondents in other regions, to southern rural Negroes, or to white urbanites.

That continued education is needed is evident. Does the Negro feel that the Chinese, the Indians—even the whites—should have "equal rights, opportunities, freedom?" This question is prompted by study of the subtotals under the first group total in this table. The urban Negro undoubtedly is more knowledgeable than the rural Negro. But this table only breaks urban respondents and rural respondents in the South into white and Negro classifications. The results show that 31 percent of rural southern Negroes didn't know or have no answer as to the meaning of the words, "Civil Rights," compared to 10 percent of urban

"As you understand it, what do the words 'Civil Rights' mean?"

	Total rural	North-east	Mid-west	South			Far West	Total urban	White	Negro
				Total	White	Negro				
Respondents - actual	1794	301	537	747	598	149	209	720	605	108
- weighted	2562	425	740	1087	873	214	310			
	%	%	%	%	%	%	%	%	%	%
Equal rights, opportunities, freedom	26	28	27	24	20	41	29	30	25	60
For all, everyone; equality of people	19	22	18	18	15	30	22	21	18	40
For all races, colors and creeds	5	6	8	2	2	5	7	6	4	16
For Negroes, colored as well as white	2	1	1	4	3	6	*	3	3	4
Specific types of rights, opportunities, freedoms	16	21	20	11	12	7	20	18	18	12
Freedom of expression, thought	6	8	6	5	6	......	10	7	7	6
Constitutional, guaranteed rights under the law	6	8	8	3	3	4	8	6	6	4
Freedom of religion	4	6	4	2	3	......	7	3	3	4
Right to vote, have a voice in government	4	4	5	2	3	*	2	3	4	2
Other specific types of rights, opportunities, jobs, education, etc.	2	1	2	2	1	3	2	2	2	2
Right or freedom to do what you want to with your life	11	11	11	11	11	9	9	12	12	10
Rights of citizens, Americans	10	8	14	8	9	3	7	8	9	3
Rights of the people	9	7	8	11	13	2	10	10	11	6
Rights of the individual, individual vs. state	6	9	4	7	8	......	5	5	5	5
Freedom	6	9	8	3	3	2	5	5	5	2

Right or freedom to do what you want providing it's within the law	3	3	3	2	3	1	2	3	3	2
Right or freedom to do what you want providing you don't infringe upon the rights of others	1	2	1	1	1	*	2	2	2	1
Life, liberty and the pursuit of happiness	1	2	2	*	*	......	2	1	1	1
Inborn, human, natural rights	1	1	1	1	1	......	2	1	1	2
Synonymous with fight for Negro rights, the racial demonstrations, trouble	1	1	1	2	1	3	......	*	*	......
To help everyone, to improve conditions for all people	*	......	......	1	1	......	......	*	......	1
All other	4	3	3	5	5	4	2	3	3	3
Don't know or no answer	17	10	12	22	19	31	18	13	13	10

* Less than .5 percent

NOTE: Group totals add to more than 100 percent and subtotals may add to more than group totals because some respondents gave more than one answer.

Negro youth. Nineteen percent of southern white youth as compared with 13 percent white urban youth could not answer.

Efforts were made to get from young people how they feel specifically about civil rights for Negroes and other minorities, and also their ideas on how the problems should be handled. They were asked this two-part question:

"In your own words would you tell me how you think the problem of civil rights for Negroes and other minority groups should be handled, or how you feel about it? Can you give me some examples?"

(A) How the problem should or should not be handled

(See page 71)

Distribution of respondents by race in the rural sample is 90 percent white, 9 percent Negro, and 1 percent other, and in the urban sample, 84 percent, 15 percent, and 1 percent, respectively. Since only the urban sample and the rural southern sample are divided into white and Negro, it must be assumed there are at least some Negroes, although unidentified as such, in the Northeast, Midwest and Far West rural samples. In considering a question on race relations, the dividing of responses into white and Negro makes the replies more meaningful.

The percentages that immediately catch the attention in the next table are those by Negroes supporting the idea that both Negroes and whites should "learn to stop fighting each other" and try to understand and compromise so that neither dominates. Nineteen percent of Negro urbanites and 14 percent of rural southern Negroes held this view, while only 11 percent of white urbanites and 8 percent of rural white southerners mentioned it as a way the problem of civil rights for Negroes could be handled.

By one percentage point, more Negro urbanites and rural southern Negroes than whites in these areas believe that violence and riots are hurting the cause of civil rights for Negroes. But Negroes don't go along with whites that there should not be so much publicity and fuss over the problem. No Negro respondent advocated violence, but they think rallies and demonstrations help.

That civil rights for Negroes cannot be legislated and enforced by the courts was not considered worth mentioning by either country or town Negro. Rather, 11 percent of Negro urbanites and 9 percent of rural southern Negroes think equal rights should result from laws that are enforced by courts and authorities. Only a small number mentioned that the problem should be handled on the state or local level. They did not seem too concerned with states' rights.

	Total rural	North-east	Mid-west	South			Far West	Total urban	White	Negro
				Total	White	Negro				
Respondents - actual	1794	301	537	747	598	149	209	720	605	108
- weighted	2562	425	740	1087	873	214	310			
	%	%	%	%	%	%	%	%	%	%
Shouldn't, can't be forced, must come gradually	10	13	9	8	10	1	17	12	15	......
Both groups should learn to stop fighting each other, try to understand, compromise so that neither dominates	9	12	10	9	8	14	7	13	11	19
Equal rights should be enforced, brought about by laws, the courts, the authorities	5	8	6	3	3	9	4	7	6	11
Negro should elevate himself, earn his opportunities, be more like white man	4	7	3	4	5	......	4	8	8	4
Negroes should use peaceful resistance, violence and riots are hurting the cause	4	6	3	4	4	5	2	6	6	7
Whites should assume the responsibility, stop fighting, start helping the Negro	4	7	5	2	2	2	3	4	5	4
Demonstrations, rallies are not helping—should not push it this way	3	2	3	3	4	1	4	5	5	......
Shouldn't be so much publicity, fuss made about it, would settle itself	3	5	2	2	3	......	6	2	2	......
The states, local communities, areas should handle it	2	3	1	3	4	1	2	2	2	4
Shouldn't, can't be legislated, enforced by courts	2	2	2	1	1	......	2	2	2	......
Both groups need to be educated	*	1	*	*	1	......	*	1	1	1
Other ways	3	2	2	4	3	5	6	4	3	11

* Less than .5 percent

NOTE: Group totals add to more than 100 percent and subtotals may add to more than group totals because some respondents gave more than one answer.

(B) How they feel about it.

	Total rural	North-east	Mid-west	South			Far West	Total urban	White	Negro
				Total	White	Negro				
Respondents - actual	1794	301	537	747	598	149	209	720	605	108
- weighted	2562	425	740	1087	873	214	310			
	%	%	%	%	%	%	%	%	%	%
Should have equal rights, opportunities	35	51	46	20	21	15	36	34	33	37
Should have equal rights, opportunities, facilities	15	17	21	10	11	6	18	12	12	15
Should have integration; eliminate segregated facilities; all racial barriers	12	23	17	4	4	6	11	11	10	11
Specific opportunities, facilities should be equal:										
Education, schools	7	14	8	3	4	1	8	7	7	6
Employment, jobs	2	4	3	1	1	1	2	4	4	4
Facilities—restaurants, pools, buses, etc.	2	4	2	2	1	2	2	3	3	4
Housing	1	4	1	1	*	2	2	1	1	5
Voting	1	1	1	1	1	2	1	1	1	1
Marriage	......	......	......	......	......	......	......	......	......	......
All men are born equal so should have equal rights	3	6	5	1	1	1	3	4	4	4
Have the responsibilities of a citizen so should have rights too	1	4	1	*	1	......	1	1	1	1
Should be segregation, no mixing of races	11	3	5	20	25	......	1	9	11	......

Should have equal but separate facilities, opportunities	10	2	4	18	22	......	6	7	9	......
Situation needs improving; should be treated better	8	10	11	4	5	1	12	8	8	7
Rights, opportunities should be given on ability—not on racial basis	3	5	3	2	2	1	2	5	4	9
Don't like Negroes; should be sent back to Africa, elsewhere	2	1	2	3	3	......	4	4	5	......
Should be no intermarriage but they should have equal, better opportunities	2	2	1	2	2	......	3	2	2	......
Should have right to public facilities but not private	1	*	1	1	1	......	1	1	1	......
I personally like Negroes, have nothing against them	1	......	1	1	1	......	2	2	3	......
Integration is communist inspired	1	*	*	1	1	......	1	1	1	......
Should not have equal opportunities, rights	1	1	*	1	1	......	......	*	*	......
OK as long as I'm not involved	*	......	*	1	1	......	......	*	*	......
All other	3	3	3	3	3	2	4	4	4	2
Don't know or no answer	13	10	12	15	6	55	11	9	7	16

* Less than .5 percent

NOTE: Group totals add to more than 100 percent and subtotals may add to more than group totals because some respondents gave more than one answer.

This table of responses raises more questions than it answers. When it comes to how youth feel about "equal rights, opportunities" for Negroes and other minorities, only a little more than a third—35 percent of the rural sample and 34 percent of the urban—mentioned it affirmatively. Within this percentage there are regional variations, and also young people vary in their support when specific "rights" and "opportunities" such as education, jobs, housing, are discussed.

While the percentage of Negroes and members of other minorities, presumably Oriental and Indian, was decided upon as in proportion to whites in the population, 9 to 1, the actual number of Negroes interviewed—108 in towns and 149 in the rural South—is so small that certain findings are hard to accept without further research. Perhaps a survey of Negro attitude alone on a wider basis would be revealing—if this table indicates basic belief.

Since only 15 percent of rural southern Negroes and only 37 percent of urban Negroes said they felt that Negroes and other minorities "should have equal rights, opportunities," the question arises as to whether the Negroes were hesitant to speak out when the subject was applied specifically to them. It should be noted that 55 percent of rural southern Negroes, 82 persons, and 37 percent of urban Negroes, 40 persons, "didn't know" or "couldn't answer" as to how they feel. Yet in the previous table, 41 percent of rural southern Negroes and 60 percent of urban Negroes defined "Civil Rights" as meaning "equal rights, opportunities, freedom."

The last table shows that the greatest support for the principle of "equal rights, opportunities" is in the rural Northeast and rural Midwest. It was favorably mentioned by more than half, 51 percent, of rural youth in the Northeast, 46 percent in the Midwest, and 36 percent in the Far West. But this finding—more rural southern white youth, 21 percent, as compared to 15 percent of rural southern Negroes, said Negroes and other minorities should have "equal rights, opportunities" —cannot be accepted without some interpretation. Can this be so? Or were these Negroes not saying? Thirty-seven percent of the town Negroes, compared to 35 percent of the town whites, felt Negroes and other minorities should have equal rights and opportunities.

The categories of responses make it difficult to get a clear picture. If the topics of "equal rights, opportunities" and "segregation" and "equal, but separate facilities, opportunities" are handled as major totals, why isn't "integration" given equal billing? The latter is a subtotal. The all important subject, "education, schools" is a subtotal under "specific opportunities, facilities should be equal," and it is further complicated by use of the word "equal." Equal opportunities for jobs is one thing, but equal schools is another, especially to the segregationally minded.

Tabulations for the subtotal "should have equal rights, opportunities, facilities" have 6 percent rural southern Negroes and 15 percent urban Negroes mentioning this as compared to 21 percent Midwest, 17 percent Northeast, and even 11 percent southern rural whites! And tabulations for the subtotal "should have integration; eliminate segregated facilities; all racial barriers" have only 6 percent rural southern Negroes and 11 percent urban Negroes saying that is the way they feel. Can it be that these Negroes don't feel as strongly about civil rights, or is this an effort to "please" the interviewer, or perhaps to seem "above the problem."

Eleven percent of the total rural sample and 9 percent of the total urban said there "should be segregation, no mixing of the races" and 10 percent of the rural and 7 percent of the urban felt that Negroes "should have equal but separate facilities, opportunities." Regionally, 25 percent of rural southern white were for segregation and 22 percent for equal but separate facilities. Respondees in the Northeast and Mid- and Far West felt the "situation needs improving" and that Negroes, other minorities, "should be treated better." But only 1 percent rural southern Negroes and 7 percent urban Negroes are tabulated as feeling this way!

When it comes to the belief that "rights, opportunities should be given on ability—not on a racial basis," more urban Negroes mentioned it than did urban whites. Two percent of the total rural sample and 4 percent of the total urban said they didn't like Negroes and felt they should be sent back to Africa, or "elsewhere." Presumably this is a white reaction as no Negro expressed it. Only 1 percent each of rural and urban youth expressed a belief that "integration is communist inspired." No Negro apparently brought it up. One fact stands out—intermarriage had no advocates among these questioned.

This question was asked:

"As far as civil rights for Negroes and other minority groups go, would you say the government is moving much too slowly, a little too slowly, at about the right rate, or a little too fast, or much too fast?"

(See page 76)

On the average, as this table shows, Negroes and whites, rural and urban, believe that governmental progress is "about right." This category drew the largest average percentage—rural 30 percent, urban 30 percent. There are breakdown variations—45 percent of rural southern whites regard progress as "much too fast" while 40 percent of urban

	Total	North-	Mid-	South			Far	Total		
	rural	east	west	Total	White	Negro	West	urban	White	Negro
Respondents - actual	1794	301	537	747	598	149	209	720	605	108
- weighted	2562	425	740	1087	873	214	310			
	%	%	%	%	%	%	%	%	%	%
Much too slowly	7	7	6	7	5	16	9	9	6	20
Little too slowly	25	32	35	15	11	29	26	27	24	40
About right	30	36	39	20	15	38	36	30	29	35
Little too fast	13	12	13	14	17	2	12	10	13	......
Much too fast	18	5	2	36	45	2	10	17	20	......
Don't know or no answer	7	8	5	8	7	13	7	7	8	5

Negroes think it a little too slow. However, 35 percent of urban Negroes appraise it as about right. Apparently too small a number of urban Negroes to be recorded thought progress was a little too fast or much too fast, but 2 percent of rural southern Negroes gave this as their opinion. The largest percentage, 13 percent, who did not know how to answer or had no answer was the rural southern Negro.

The rural sample was broken down by sex, age groups, and by economic levels, the latter undefined. On the average, all ages considered progress about right except the 16- to 18-year-old, the largest age group, thought it a "little too slow." More men than women said it was too fast. By economic levels, the largest percentage regarded it as about right.

The young people were asked, in general, if they are satisfied, or do they believe high schools should do a better job in helping them to learn how to make a living. Forty-six percent of rural boys and girls and 48 percent urban boys and girls believe the high schools could do a better job preparing boys as opposed to 40 percent rural and 45 percent urban who are satisfied. The opposite is true for girls. Here 52 percent of rural boys and girls and 53 percent urban boys and girls are satisfied, while only 33 percent rural and 37 percent urban see the need for improvement in helping girls learn how to make a living. Asked of girls alone, 38 percent rural and 40 percent urban, believe the high schools could do better for them, but 59 percent rural and 57 percent urban are satisfied.

In a breakdown by age groups, 60 percent rural 19- and 20-year-old males believe they should have been better helped in high school, and from 41 to 45 percent of rural girls, 16 to 23 years of age, agree high schools should do a better job training potential husband material. From 54 to 60 percent of the rural girls of all ages are satisfied with the training they are getting for making a living, but 22 to 34 percent rural males believe the high schools could improve in helping the girls. Rural young men who have graduated from high school and those who have gone on to college or special schools look back in criticism—this from 55 to 58 percent. Up to 52 percent rural southern Negroes think high schools should be a better job.

Asked in what ways they considered the high schools helpful, 42 percent of the rural young people and 44 percent urban said they believed they were getting good training in vocational courses, home economics, and clerical skills. They were not so sure that high school liberal arts courses were helpful in teaching them to make a living, but they saw such courses as basic to an education and preparation for college.

Asked for examples of ways in which the high schools could do a better job, the emphasis was on better vocational courses and training among both rural and urban. Some didn't think there is enough variety of courses, or that they are advanced or detailed enough. Others feel there is not enough practical on-the-job training. Less than 0.5 to 1 percent plugged for more or better agricultural training. Those who believe there could be improvements in the liberal arts field had a variety of suggestions—more teachers, better teachers, stricter teachers who would make "kids work harder," and more modern and better teaching facilities. The youngsters want encouragement and recognition of individual abilities and achievements.

As to education, it was learned that 62 percent of the rural and 71 percent of the urban had attended school last year while 38 percent rural and 29 percent urban had not. To the question: "How many years of school have you completed?" the replies were: Eighth grade or less—rural 6 percent, urban 4 percent; high school but not completed—rural 46 percent, urban 54 percent; high school graduated—rural 29 percent, urban 24 percent; college but not completed—rural 15 percent, urban 14 percent; college graduated—rural 2 percent, urban 3 percent; special or technical school—rural 2 percent, urban 1 percent; graduate school—less than 0.5 percent of rural or urban. That these young people still in school value education is seen by the commendable percentages who expect to go to educational institutions beyond the high school.

When the young people were asked if they had made up their minds about the kind of work they wanted to do, 65 percent rural and 67 percent urban replied they had, but 27 percent each of the rural and urban said they had not, and 8 percent rural and 6 percent urban said they didn't know or couldn't answer. It is well to remember that these samples contain a sizeable number in the age bracket of 16 through 18 years, and time and circumstances have a way of changing life's courses.

And what are the stars they would follow? The largest percentage, 28 percent rural and 38 percent urban, would go into the professions, and of these it is very interesting to note that the largest percentage would go into the fields of education, medicine, medical science, nursing. Only 1 percent rural and 2 percent urban want to hang out a lawyer's shingle. Those who would go into business or into office jobs comprise 15 percent of the rural and 16 percent of the urban. The next biggest group are those who would like to be barbers, beauticians, mechanics, machinists, and other types of skilled labor. As to farming? Well, only 6 percent of rural youth and less than 0.5 percent urban plan to own or run a farm or ranch. It is boys reared on the farm, especially in the Midwest, who still want their hands on the plow. Very few city boys dream of this, and not enough city girls to be recorded have farming in mind as a career.

Many of the young people already have job experience. When questioned, 53 percent of the rural sample and 46 percent of the urban said they were working, and of these, slightly more than half of the rural boys and nearly half of the rural girls said they were holding regular jobs. The others were in summer jobs. The study isn't clear as to what percentage of jobs are in the individual's own home, as for example, it is possible that farm boys milking cows on the home farm regard that as a job. The jobs range from baby-sitting, nonskilled and semi-skilled to that of teacher, counselor, and dental assistant.

Thus from practical experience young people can give illustrations of what abilities and qualities an employer has a right to expect from an employee. A reading of what young people themselves say should cheer parents, teachers, employers, and others concerned with youth—but it should also sharpen up adults in their responsibilities. The young people put emphasis on hard work, loyalty, honesty, promptness, dependability, ability, initiative. Even allowing for the fact many were probably telling the adult questioners what they believed the latter wanted to hear, indications are that young people do appreciate, in theory at least, what is expected of an employee. It might have been well if the young people had been asked what they, prepared to give in full measure, have a right to expect of employers.

Questions were posed to get the young people's attitudes on governmental responsibilities in getting people jobs. They were asked to consider the case of a skilled mechanic who is looking but is unable to find a job. They were asked if they believed the government should find him a skilled mechanic's job, or any sort of job, or should have no responsibility.

The largest percentage of rural youth, 47 percent, and of urban youth, 41 percent, held that the government had no responsibility. In this group were young people who had answered variously that they would prefer to work for the government, or for small or large companies, or for themselves. This was the opinion of 50 percent of the young people who find today's world challenging and exciting. Even among pessimists who think there is no point in trying to build a future, 36 percent thought it no responsibility of the government. Only 31 percent of this discouraged group believe the government should find the man a mechanic's job and 19 percent think it should get him some kind of job.

Twenty-three percent of the rural sample and 29 percent of the urbanites who said government did have a responsibility if the man could not find a mechanic's job for himself gave reasons ranging from it is better than having him on relief and a waste of talent to "we pay taxes so government should help." Also there is a belief that government knows where the jobs are. But there was an undercurrent that the man should try to help himself and that government should not get involved unless his efforts failed.

The group that held it was no responsibility of government to find the mechanic a job had a variety of reasons. They believe it is up to the individual himself, and if he is skilled enough and tries hard he will succeed. Many believe it is bad for people to depend too much on the government. They feel the government should provide employment information through its employment agencies. They would have the government help disabled veterans.

The young people were told that there is much talk that there are not enough jobs for young people these days. They were asked if they were in a position to do something about this problem, what would they do—and how?

The largest number responding emphasized additional education and training. Others would encourage private and government employment services, set up apprentice training, and develop government youth projects. Young people should work hard to help themselves—even band together to open new businesses. One group would retire older workers earlier and fire married women and foreigners. Schools, service clubs, civic organizations, and business groups should be enlisted to help. Private and government employment information should be improved as should counseling.

Partly to gauge growth in maturity and to chart the trend, the young people were asked (1) what was their most important problems or worries two years ago, (2) their current most important problems, and (3) what do they guess will be their most important problems two years hence. These tables, which conclude the study, are among the most fascinating because they show the teenager moving into young manhood or young womanhood.

In brief, a backward glance shows that education was the biggest worry with most, followed by problems of being popular, dating, success at sports, and next, the worry of finding a job and making enough money to buy a car or get married. There was some thought on the subject of being a success as an adult. There were conflicts with parents, and concern about maintaining good moral standards. The 21- to 23-year-old worried about military service; the 16- to 18-year-olds had thoughts on world problems; the other two age groups had other matters on their minds. There were worries about height and weight, especially among 19- to 20-year-old girls.

Currently there was somewhat less worry about education, and now equal with that, was concern over finding that money-making job. There was increased concern over that of two years ago in regard to marriage, rearing children, careers, and success as an adult. There was a lessening of worry about being popular, dating, conflict with parents, and military service. There was increased awareness of world problems, especially among college graduates. There is decreasing fear that they will get into bad company.

And what of the worries projected for two years hence? In first place, for young men, it is jobs; and for young women, family and home life. Education continues important but less than the above and there is increased concern about careers, success as adults, and what they will be doing in their postschool years. Dating is not expected to be much of a problem—not even as much as concern over world problems. Of all questioned, only 1 percent of male urbanites are expecting to have any conflicts with parents. Good moral standards will still be important. Only 1 percent of rural girls and 1 percent of city boys expect to worry about their health two years from now. And they must have found a workable diet because worry over weight was not even mentioned!

Summary

The survey indicates that today's young people have worthwhile objectives, are willing to exert themselves, and feel that the future holds many opportunities for them. They do not seem to be characterized by laziness, tensions, pleasure-orientation, etc.

As indicated throughout the survey, today's rural youth are concerned about education, finding a job and making money, immediate family and marital problems. In general, they are concerned about what they can do in order to shape the future and realize the opportunities the future holds in store for them.

Section III

THE MAJOR ADDRESSES

WELCOME TO OKLAHOMA

by

THE HONORABLE HENRY BELLMON

Governor of Oklahoma

Many of our 4-H Club and FFA leaders have gone on to become leaders in adult life in many fields of business and in many different professions. The background they have had in farming, on the ranches, and in their school training has certainly contributed toward their later success.

Oklahoma operates on the principle that higher education ought to be available to every person who has the initiative to seek it. The State has 18 fine institutions of higher learning. And because these institutions are geographically scattered over the State, their operating costs kept as low as possible, and student loans available, there are probably very few of Oklahoma's youth who really aspire to a college degree who cannot achieve this goal if they steadfastly try.

Also Oklahoma has a rather unique institution—Oklahoma State Tech at Okmulgee, which is doing a good job of providing technical training for young folks who are unable to go to an institution of higher learning. Oklahoma Tech offers training to all comers regardless of physical condition, previous education level, or financial situation.

Oklahoma Tech is helping the State fill a badly needed service, and fortunately work has been found for all its graduates. Since it was organized in 1946, more than 18,000 young folks have been trained to become skilled craftsmen in 35 different fields and trades. Forty-two percent of its graduates are now earning over $450 a month, and the school still has calls for far more technicians than it is able to train. It is now able to train 1700 students at a time.

I call attention to Oklahoma Tech because I am not sure that other states have moved as far along in the field of technical training as has Oklahoma, and I do feel that many of our farm youth who are not able or willing to go through four years of college for a bachelor's degree are going to be more and more drawn to institutions like Oklahoma State Tech. I urge those of you who do not have this type of training facility in your state to consider it.

I feel strongly that our country has become great partly because we have been a rural nation and many of our leaders have grown up in our rural areas able to develop their characteristics of self-reliance without the stresses and strains that go with city living.

I hope that we, in such conferences as this, will be able to develop not only methods of making those who now live in our rural areas more suitable to the problems they will face ten to twenty years from now, but that we can capture some of the rural flavor, some of the rural advantages, for benefit of those who live in crowded cities.

GREETINGS FROM THE UNIVERSITY

by

Dr. Oliver S. Willham

President, Oklahoma State University

We must keep in the minds of the people that agriculture is always going to be important to our Nation. The problems we have today are going to be different tomorrow, so let's not let this rural America of ours slip backward. Let us not forget that our foundation in this country is a rural foundation.

The problems we are here to discuss are deep-seated. We have much that we owe to this past rural America, and we must preserve it in a way that it can be just as effective in the future as it has been in the past.

In doing so, there is one thing that I hope we never lose: the fact that adversity is an asset, not a liability. Adversity helps to breed character in individuals and in organizations, and I think we must keep that in mind as we go forward with our work. A little adversity doesn't hurt us!

There are three very, very important institutions in our Nation upon which we are going to have to depend to preserve our way of life. They are the home, the church, and the school.

We have a wonderful group of young people at every one of our institutions of higher learning in the United States. I can assure you they are better young people than we were back 44 years ago when I was a student at this University. They're improving right along.

We want them to mature intellectually so they will not only be able to make a living but will know how to live and appreciate the finer things of life. We want them to mature emotionally. Too many of our decisions today are being made upon emotions and not upon truths. We want them to mature ethically. The spiritual side of ourselves must be developed along with the material. We will have an easier time solving our problems in this wonderful new, challenging, and changing environment if we have matured in all three respects.

We must help our young people to know themselves, to be able to control themselves, and to be able to give themselves for the benefit of mankind.

We have ahead of us a big job of keeping people in this country informed of what is happening to us. There are so many things happening in this great revolution. We're really responsible in this Nation for having the world stirred up as it is.

We've got a most challenging job, and I am optimistic about it. We have the job of guiding the world in the right direction. We can do it, but it is not going to be easy. We're doing it in this Conference within our own country, and it can be extended to other countries, provided we are on a sound basis. We must tell our story clearly and in a language that our people will understand and want to hear.

SOME WHITE HOUSE REFLECTIONS ON THE PROBLEMS OF RURAL YOUTH

by

BROOKS HAYS

Special Assistant to President John F. Kennedy
for Federal-State Relations and
Assistant Secretary of State for Congressional Relations

I am glad to be identified with Winthrop Rockefeller on this program. Winthrop Rockefeller is an adopted son of Arkansas, but no native has done more for our beloved State, no one has contributed more in a more distinguished way to its progress than this former New Yorker. We salute him in Arkansas and believe in him.

When we speak of the problems of rural youth, I recall my first campaign for Governor of Arkansas. An opponent said: "Brooks Hays shouldn't be Governor. He was born in town. He doesn't know anything about the farmer's problems." I couldn't think of a good political answer to that. I just told the truth. I said: "Well, now that's right." I grew up in Russellville, a town of 3,000. But father had a good idea. He sent me out to help Uncle Will on his Logan County farm every summer—and I remember the day I decided to be a statesman instead of a farmer. I was picking peaches. The thermometer stood at 110. The feel of peach fuzz on my neck in that heat made it an easy decision!

I want to talk to you out of my heart tonight, and without a manuscript, because I'd rather reminisce and give you what the title suggested—"Some White House Reflections on the Problems of Youth."

One cannot serve in Congress as long as I did without his name finally showing up in a book—so it is not immodest of me to refer to it. That first reference was a bit critical of some legislative position I had taken. But I have always loved what that critical author wound up saying: "Nevertheless, Mr. Hays has never ceased to love the rural South that nurtured him." I like that. This love of the rural South which nurtured me has stayed with me through all of my tempestuous political life.

I want to speak to you tonight about the faith that we of the rural community and all those interested in rural leadership can have. I do not understand why in this period some folks seem to have lost a part of their love for the Republic. We even do not hear the word mentioned as often as earlier. There was a time when the word, Republic, glowed with feeling and patriotism! Yet I'm quite sure that there has never been a time in the history of our beloved Nation when we needed a resurgence of patriotism as we do in this fateful period in the history of man. In eloquent and moving terms, Lincoln spoke of the Republic as the last best hope of earth. I think President Kennedy put into 20th century language Mr. Lincoln's words "if we fulfill the world's hope, it will be by fulfilling our own faith."

Sometimes I hardly know what to say to those who speak as if they want a country disrupted and segmented. They conceive of it as a loose aggregation of states retaining such sovereign powers that the Nation would resemble the early concept of government when there was no Republic. The references to the states as sovereign as if the Nation has no sovereignty are no longer relevant utterances. All this was changed by the Constitution, for our forefathers, recognizing that the time had come to acknowledge that a national community existed, established a National Government.

This is not incompatible with reverence for the states, for ours is the indestructible Union of indestructible states. I speak with deep conviction in this period of peril of the need for a strong and efficient Federal government. But I believe too with this same deep conviction that we must have strong state and local governments.

This isn't to scold those who speak critically of a Federal policy. There is health and well-being in the ferment of ideas and exchange of opinions. It is not this of which I am speaking, but rather the tendency by some to withhold from the Federal government the full devotion it needs in order to survive.

Let me illustrate with the story of what a resident of Saskatchewan said to an American—and I shall not identify his state because the application is general. When the American asked the Canadian where he was from, he replied: "I'm from Saskatchewan." The American then asked: "What kind of country is it?" The Canadian said: "A good deal like your State except more friendly to the United States."

Our country has demonstrated the greatest industrial genius the world has ever seen, yet we sometimes speak about our Nation as if we were not financially solvent. Now the economic wealth has not been distributed equitably. Certainly, no audience of rural leaders needs to be reminded of that. But you can apply any index to our progress in the field of economic and industrial strength and the measurements are impressive.

A comparison of figures of 1940 and those of 1960 show that our gross national product was multiplied almost 2½ times. In terms of a constant dollar, the increase was 135 percent from 1929, the year preceding the collapse of the 1930's, and, of course, a very prosperous year. Family income, also in terms of the constant dollar, adjusted for inflation, rose from $4,200 in 1929 to $7,000 in 1960. We are incomparably the richest nation in the world. We are financially solvent.

But there are gaps in this property, and we need to see where the weaknesses are. I will give it to you in a brief statistical charting. The lowest third of our population in 1938 had 14 percent of the national income. Although this group in absolute terms has made some progress, its percentage of the national income has shrunk to 9 percent. So there is work for us to do to see that there is a more equitable distribution of the economic wealth of the land.

I don't believe you could find many people who have worked any harder, at least who have exerted themselves any more vigorously in legislative halls, than I have to correct this imbalance. I haven't always been as effective as I have wished, but I have tried hard in company with many men who see the problem as I do. I have pleaded with city audiences to recognize the inequality in income and the injustices that have been imposed upon the rural people of our country.

At the same time, since we must consider other than economic terms and must regard the sources of power, I think it's appropriate for me to say to rural audiences that since justice and fairness are the keys to this matter of political control we must make sure that there is an equitable distribution now of political power. This is not an easy thing to say to rural people because there are some old patterns in political life that do not fit this age of urbanization.

But the people who constitute new populations in our cities are really our own people. They are our rural cousins who have been forced to move to the cities and if we permit discriminations against them by refusing to distribute political power equitably, we have no basis for appealing to the city leadership, the economically powerful ones, as we have in the past, to distribute economic power more equitably.

We're simply applying justice and we must be consistent. I do not fear the redistribution of political power, though it gives in the leglative halls of the states and Nation a lower weighting to some of the counties with rural populations, for I am speaking in abstract terms of justice. And we will never be wrong in adhering strictly to this measurement.

There has been a breakthrough in this phase of democracy. We find the courts insisting upon redistribution of political power. I refer to it—I hope not too bluntly—only because I insist that we who love the rural people are determined to preserve values that are inherent in a rural culture. We need have no fear as long as democratic principles are applied. In order to insist that justice be done the stricken rural areas, we are ready to carry this message to legislative halls.

I am heartened by signs that those who hold the reins of power are being sensitized to our needs. We can use the experience of Antioch as a simple illustration. When Paul visited Antioch it was as large as Oklahoma City, and in it were some of the wonders of the Biblical world. Beautiful columns lined the boulevard leading from the port to the center of the city. It attracted thousands of visitors every year. Today great proud Antioch lies beneath the silt that flowed down from the tableland to cover a city whose people were indifferent to the welfare of those who lived upon the land. Civilizations may flourish for a while but they will perish if they are indifferent to the needs of those who sustain the life of the cities. This is a preachment I do not need to give this audience, but urban audiences need to ponder the implications of the picture of Antioch—and I occasionally remind them of it.

We who have lived close to the soil ought to thank God for it—and we do! Our lives and philosophy have been enriched. I once heard it said of a teacher that he had a sort of cosmic piety that grew out of his awareness of his continuing communion with the sustaining earth. We who have known this communion will not lose it, and one of the things that imagination must produce in the field of education for the lads who have been forced off the farm by lack of economic opportunities is a substitute for this physical contact. We must replace this sustaining communion with the good earth with an awareness that our lives rest upon the resources of the soil. Surely, we are close enough to it that we can find a way to interpret this basic principle in life that its precious value will not be lost.

So much for this matter of faith in our Nation, its political institutions, and its capacity to deal justly with city people and rural people.

Let me speak next of faith in the resources of our religion, for here are some new challenges that we must confront.

In a less solemn vein I would like to tell of an experience that means a great deal to me—an audience I was privileged to have with Pope John. My audience with that great and good man was a moving experience. Forgive this rather flippant reference but here is a New York Times advertisement of a book about Pope John, and it asks: "What did the Pope say to Brooks Hays when the Congressman blurted out: 'I'm a Baptist'?" I don't know if the book tells it or not. But would you be interested in knowing—because I do know.

In the first place, I didn't blurt it out. Baptists are not noted for modesty, and I did let him know I was a Baptist. But do you think the

Pope didn't know about me when I walked into that room? His church hasn't stood for 2000 years without learning some lessons, and when a Pope receives an individual he knows his background.

Pope John said: "Mr. Hays, I know you are a Baptist. Maybe if some of your group are not entirely friendly to some of mine, I know that you have never been guilty of any intolerance and bigotry. Rather, you have fought against it. After all, I'm John!"

Mind you, I was perhaps the first Baptist official to be given a private audience, and as the great climax to that talk were these significant words by the Pope: "Mr. Hays, we are brothers in Christ!"

When it came time to leave, the Pope told me that it was his custom in his afternoon rosary prayers to mention people by name, and said: "I shall mention you by name and your family." He recalled my telling him earlier about our daughter whose birthday was that day.

Now if you had stood at Second and C Streets in Washington on Pope John's birthday you could have seen me walk into his church, St. Peter's Cathedral, across the street from our little row house on Second Street, and pray for him. I prayed, first, that God would let him live a long time, and second, that He would permit that sweet beneficent spirit to sweep around the world to make its impact to heal wounds and bring us into real understanding of faith and brotherhood. The first petition was not granted, as the Pope died soon afterward, but I think the second prayer is being answered.

Pope John was one of the great men of history, and as a Protestant I am happy to pay tribute to him because you can see some significant developments taking place to relieve us of religious tensions. As he greeted me warmly, as I stood in his presence, and as we spoke in that friendly way, there was no implication that he was less loyal to the church that he viewed as the true church, the Holy Mother Church. I could appreciate his loyalty to that concept. He did not ask me to yield in my intense loyalty to the Baptist faith—and everyone who knows me knows how deep that love of my church is. We understood each other and we respected each other. I think that our very coming together was symbolic of our acknowledgment that secularism, materialism and atheism are set against the things we hold in common.

We cannot exalt this idea of the oneness of the human family unless we find a way to relieve our society and our times of these religious tensions. Surely, we are convincing our Catholic friends, who share this feeling of a broad faith and tolerant understanding, that we do not want to destroy the Catholic Church. To be sure, we have wanted to influence it as they have influenced us. But America is richer because each has contributed something to our religious culture, and out of this common heritage, appears a future more hopeful for youth today that cannot be measured in terms of income and physical progress.

I wanted to dwell upon this area of life because it is evident from the things you are doing that you share this feeling. It should make its impact upon Washington's thinking. Those in Washington need to hear from you.

I sat with Governor Carl Bailey of Arkansas, in his office a month or two after he was sworn in. He said: "Brooks, I thought when I came to this desk, occupied this chair, all I needed to do to accomplish something for the State was the will to do it, the will to do good. But my heart and my brain have been full of the will to do good for my State but I find constant frustrations."

And so it is with all leaders in places of political authority. The people must help them. We who guide youth's thinking and the thinking of those who finally hold the reins of power, we who have something to say about educational policy, must find a way to condition the minds of the people for the altered patterns of life that will make these times better and purge them of those things that are unwholesome in our political life. There is work for us to do.

Finally, in talking about faith in our institutions, I come to this matter of racial tensions. I am hopeful on the religious front. I think that here there is an easing of conflicts, and wounds are being healed. That is my hope and my feeling. But I am not quite so sure about the racial conflict, and I've lived pretty close to it.

Here I want to open my heart because I am sure of this, dear friends, we have not escaped this contagion even in the happy rural places where there has been no violence. You can measure violence in many complicated ways. The impact of a disease germ upon the body of an undernourished child in an act of violence. The health facilities for our neglected rural minority must be improved. They must be equalized. We must not rest in our determination to rid our society of every discrimination in those areas.

Again, you do not need this exhortation but the Nation needs to hear these things from you. It needs to be told that we suffer from discrimination in many rural areas. This has not been dramatized as in the cities. We need to draw these discriminations in bold terms to convince the Congress and the political leadership that the problem exists and must be solved.

I think the profoundest meditation I ever had about the change of my political course in 1958 was not in the White House, but in Knoxville, Tennessee. I had returned from a trip, and as I walked into the Andrew Johnson Hotel, which was our home during those two happy years with TVA, Leon, a Negro college student, met me at the door to take my bag to my room. This lad, who was working in the hotel in off hours to make his way through school, was my friend. I had made my way through George Washington Law School by working in the daytime and going to evening classes and I appreciated Leon's situation. We could exchange experiences.

Leon told me he was glad to read in the newspaper that morning that "Mr. Kennedy wants you to help him up there in Washington. You see, Mr. Hays, I do not agree with Plato that the mechanisms of democratic government seldom raise the best men to the top." I replied: "Did Plato say that?" I had not known it.

In my room I thought about what Leon had said. I would be less than honest with you if I did not say that in the Little Rock experience I was bruised and wounded. I think I conquered the impulse to be cynical and bitter. I believe in government by the consent of the governed. It was the privilege of the people, of course, to change representation but I was buffeted and the door of opportunity for further service seemed closed to me.

But this was the thought that engaged me that day—if this lad, so well trained, so well equipped as a result of his college experience, should find the door of opportunity closed to him, then to me it will signify that doors of opportunity are closed to a whole race. My experience became inconsequential in the light of a greater tragedy that might befall him. If ten years from now he is still carrying bags in a hotel to make a living, the American Dream will not have been fulfilled!

You can find a way to exert positive leadership to see that the American Dream is fulfilled and that we smooth out the rough places in our society so the doors of opportunity are opened for all young people, without regard for race, religion or rural or urban residence. We must see to it that these doors are opened and that none of the adversities that seem to plague us, such as shrinking farm income and the loss of physical resources, will prevent it. We must allow none of these adversities to discourage us as we place emphasis first upon our human resources.

I am prepared to say tonight—it is my judgment that those who sit in places of power will respond magnificently to the appeals by you. They will work harder at the task of seeing that every blight that has touched a rural community is eliminated and that America all together, city and countryside, advances into a happier day.

I go back to Washington heartened by the things I have seen accomplished in Stillwater, Oklahoma, in this meeting of dedicated rural leaders.

GUIDELINES AND NEW MEANINGS

by

Dr. Paul A. Miller

President, West Virginia University

and

Associate Chairman of the Conference

The only sure qualification that I have for making this closing address is that I, born and reared in a deep cut in the hills of West Virginia, know firsthand the Problems of Rural Youth in a Changing Environment.

As the years and the jobs have passed by, certain problems of a migrating youth—money, rank, and security—have been partially solved for me. Enough so that my wife in recent years has insisted that an old box in the basement filled with my early farm tools—rusted knives, a dehorning implement, a frayed piece of gut suture—be thrown away. But I refuse. From time to time I get the uneasy feeling that I will be back using those tools again before the migratory hazards of my farm youth have all been safely passed.

When I become overly assured about the success of the agricultural world, I turn to James Agee, especially to his *Let Us Now Praise Famous Men.** In his moving reference to Annie Mae, the young wife of the sharecropper, he wrote:

> "Annie Mae watches up at the ceiling, and she is as sick with sleep as if she had lain the night beneath a just-supportable weight: and watching up into the dark, beside her husband, the ceiling becomes visible, and watching into her eyes, the weight of the day. She has not lacked in utter tiredness, like a load in her whole body, a day since she was a young girl, nor will she ever lack it again; and is of that tribe who by glandular arrangement seem to exhaust rather than renew themselves with sleep, and to whom the act of getting up is almost unendurably painful. But when the ceiling has become visible there is no longer any help for it, and she wrenches herself up, and wiggles a dress on over her head, and shuffles barefooted across the porch to the basin, and ladles out two dippers of water from the bucket, and cups it in her hands, and drenches her face in it, with a shuddering shock that straightens her; and dries on the split flour sack that hangs from a nail; and is capable now of being alive, to work . . ."

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* James Agee and Walker Evans, *Let Us Now Praise Famous Men* (Boston: Houghton Mifflin Company, 1941), p. 88.

The symbols of deprivation are less stark today, although there are parts of the Appalachians, of the Deep South, of the northern border region of the Great Plains, which remain more than vaguely reminiscent of Annie Mae and rural America in the thirties. She continues to remind us that rural problems are interwoven into the regional, racial, and minority group structure of the United States, and that, despite the agricultural revolution which has transformed our country, many such rural people remain just off the main road of an increasingly urban society.

It is to this paradox that I wish to comment, for it has been as elusive as a spectre throughout this Conference.

Today, the productivity increases for the farm worker exceed those of the urban worker. Abundance of farm products outruns consumer demand. Agricultural research and education to induce technological changes are the envy of all developing countries. Local, State and Federal governments join in a great investment of facilities and personnel that these technological changes may continue.

Yet, 500 leaders have come together here to show anxious concern over the children who grow up within this system!

Although the objective of public investment in agricultural technology was to increase the incomes and level of living of rural people, the actual result, due to economic limitations involved in aggregate supply and inelastic demand, has been a persistent lag in rural income compared with urban.

In many respects, the key person benefited by the investment in agricultural technology is the urban consumer, who secures an ample amount of quality food for less of his total income than any other consumer in the world. However, the chief good to American society is in economic growth, made possible by the transfer of human resources from the agricultural sector to manufacturing enterprises, to the professions, and to services.

The welcoming statements and speeches the first day of this Conference, and countless references since, indicate the way Americans cherish rural life. By some mystery of alchemy we have taken the intimacy between man and land, between farmer and occupation, between family and community responsibility, and have woven into such relationships certain deepset values of individuality, hard work, and unrestrained enterprise, and have produced an almost magical belief that the simplicity and directness of rural life are basic to the American Way.

True as this may be, the paradox is still there, for a growing body of research suggests that rurality can be associated with relatively weakened inclinations toward change, personal adventure, vocational aspiration, and adjustment to new community situations. One cannot read the background papers for this Conference without experiencing the sharp collision between belief and fact.

Another point in the paradox refers to the longstanding assumption that size and primacy of community relate positively to widespread participation in local affairs, that community decision-making is made more relevant to actual needs and services, and that a certain soundness springs from being face to face with one's natural environment.

Yet, not unlike rural income levels, the facts speak out on the depletion of community life in rural communities, as embodied in educational, counseling, health, and governmental services. And this seems true in spite of the massive investment on the technological side. And even on *this* side, it is difficult to overlook the gleaming bellies of dead fish in streams turned to sewers, the vacated houses in the country and the empty stores on Main Street, the fresh wounds and the old scars in the natural beauty of the landscape, and the rabbit hutch-like homes incongruously located by the local speculator in a misplaced hope for a suburban community.

To repeat, the paradox is: in spite of more than a century of large scale public and private investment in agriculture and rural life, in spite of several armies of technical personnel organized about a host of special rural interests, in spite of one of the most highly organized parts of American life, we continue to experience persistently chronic symptoms of disorder in rural life—relatively lower incomes per family, institutional services commonly below the standard which our society has come to expect, a not infrequent pattern of retreat from the rapidly changing times, and a certain brittleness about mobility.

It is important for us to discover the reasons why this paradox persists, for within these reasons we shall find the uniqueness of the rural case, if it is there at all, and the fundamental insights and guidelines for our future work.

First, the agricultural case demonstrates how a ponderous emphasis on the technological side may leave in its wake the most serious of unintended results affecting community values and institutions.

It is heartening that this Conference of experts should undertake to redress the historic imbalance in rural life between physical and capital resources on one hand and human resources on the other. It long has been clear that human, natural, and capital resources must develop together and in balance.

Otherwise, man is not required to give enough of himself, and he eventually finds himself without the skills, the disciplined rigor, and intelligent receptivity for sudden change. But throughout most of the technological thrust of American agriculture, spokesmen for human resources have been without much of an audience.

Second, it is necessary to recognize that the so-called "agricultural revolution" is as much an organizational revolution as it is technological. There is no other sector in our society in which such complex agreements have emerged between the various levels of government, between institutions of higher learning and the special interests and action aims of public and private agencies, between national goals and grassroot creeds, and between the dominant interests of rural people in legislative representation and political strategy.

Such agreements and arrangements produced the awesome efficiency of American agriculture, and in so doing contributed substantially to the economic growth of the whole society. Today, however, the ponderousness of this organization, at a time that its historic agrarian bases are being washed away, tends to sustain old forms and hopes of the rural community, to permit the means frequently to determine the ends, and to provoke internal tension and contest. The result is an absence of determined leaders and of sufficient new approaches and adventuresome risks.

Third, although having developed an insatiable hunger for agricultural technology, the agrarian community has been singularly resistant to experimentation and planned change for community institutions.

More and more one is able to predict that rurality and a tendency to small-scaled institutions go together. Such jurisdictions as the rural county and small rural school district, formed in an earlier and simpler day, now present to locality after locality a serious block to achieving sizeable economies.

Although great strides are being made, the quest for a self-contained bundle of local services is still very much alive. This quest is inextricably tied up with the rural belief in grassroots control over services as a means to offset big government, big business, and big organization.

Such forces as these three constrain the rural community from making rapid adjustments to a larger-scaled geographical and social life, reduce the gulf between technological maturity and institutional immaturity, and make for an ambiguity in what it means to be a rural American. The price of this ambiguity is being paid by children in underemployment, unemployment, and the risk they run of a life experience of lower quality than it might be possible for them to achieve.

Since children have been our concern at this Conference on rural life, it is important that our workgroups and we as individuals have attempted to set forth just why it is that rural youth offers unique problems and opportunities. But most of what we have talked about cannot be sharply distinguished as applying exclusively to rural youth or to urban youth. In fact, as we have discovered new insights here, I suspect that chief among them is a new dedication to the notion of interdependence.

Nevertheless, I believe our issue, defined in terms of *rural* youth, distills out of this analysis of rurality in the following points:

> Rural young people are acquiring skills and work habits to go with them which, to considerable degree, may not relate to aptitude or aspiration; may not be realistic in terms of employment in or out of the rural community, and in fact, may be oriented to jobs or occupations that are obsolescent and disappearing.
>
> This characteristic is rooted in the very complex nature of values in the rural community, in the lagging aspirations of the family, in the quantity and quality of educational and other community services, and in the presence of special features of the community expressed through race, minority groups, and the extent of delinquency and retardation.
>
> Since the rural child is up against the natural reality of family, community, and kinship, we must face the possibility that the range and quality of his visual and verbal impressions, in and out of school, tend to limit his knowledge about alternatives in work as in other fields, to reduce his ability to deal with abstractions and concepts, and to emphasize a probable inward-facing disposition toward change.
>
> If this characterization is correct, we must conclude that rurality exacts the price from its young of relatively less awareness of the nonfarm world.
>
> The odds suggest that the rural child is destined to make a major move as he shifts from youth to adulthood. This move is built along three axes. One is the axis of *physical* mobility, and this extends beyond the boundaries of a familiar physical community. The second is the axis of *social* mobility, and the purpose of this move is to achieve higher money and status symbols, and it requires entrance into new groups and activities. The third is the axis toward increasing depersonalization of relationships and toward a more extensive verbal environment.

The pronounced strain and related dislocations that are possible along these three axes when rural youth migrates to urban communities, together with inadequate preparation for the move, represent, I believe, the hard core issue that we are up against.

What then are the *guidelines* that will enable us to mount a more intensive attack? Personally, I shall take *five guidelines* from the Conference.

But before discussing them, it is necessary to point out that in many rural areas, especially in the markedly depressed ones, we face a vicious circle that is not easily broken. This circle moves from family units in no position to instill high vocational aspirations, to families in communties populated with relatively greater numbers of older people who are oriented to past experience rather than to adolescent experimentation, next to the outmigration of teachers, managers, and other trained examples for youth, and then on to the subsequent depletion of community services, to the lack of capital growth with resulting loss of buying power in the tax base, to the rapid increase of the more dependent ages of the very young and the very old, and to eventual disinterest in innovation by civic leadership.

The First Guideline, as I see it, is that the best way to slice through this vicious circle is to find ways to retain competent education personnel in the rural community. It is possible that the cheapest investment for the underdeveloped community is to find a way to attract and hold at least small groups of very talented teachers and school leaders. The indication is that as the general community level drops, economically and socially, so does the talent of its instructional personnel. If that vicious circle is to be broken it will have to be the other way around!

It has been emphasized at this Conference that a first-class system of elementary and secondary school education is basic to the adequate preparation of rural youth for citizenship and for work.

I sometimes wonder as we work on industrial development, hoping for new factories, going to meeting after meeting to encourage laymen to improve community services, just how much we educators stand up and point out that there is no substitute for first-rate instruction; that it calls for money, that the community will need help from the various levels of government, that the school patrons must be actively concerned with the standards of facilities, instruction, and supporting services.

Many rural leaders just haven't fully faced up to this. Too many hope that a new shirt factory will pull a community out of its depression. Well, it won't! If we are rich enough to stock defense weapons, and rich enough to spend a decade in getting a man to the moon, then we are rich enough to have first-rate instruction, and supporting services to go with it, in every community, rural or urban, where they do not now exist.

We need a breakthrough here—a radical conception of a higher and broader threshold of universal education. Yet, more money—and much more will be required—will not substitute for leadership. Those of us in higher education must reconsider just how intent and dedicated we've been in generating school administrators and teachers, as well as ministers, physicians, social workers, and others, who will find in the rural community a special call.

The Second Guideline is the strong emphasis this Conference has given to more and better counseling services. Our workgroup reports have underscored the lack of adequate counseling services in rural areas and stressed their urgent need.

Our data suggest that rural young people tend to shorten their vocational training plans, emphasizing tangibles. Thus even with first-rate instruction in the basic topics, its relationship to life and to work must be pointed out by the counselors. Even with this, I believe that the rural high school will have to remain flexible in order to satisfy the differences in capacity, aptitude, initial interests, and aspiration of the students.

Another challenge to the counselor is that of filling out a student's knowledge, basically insufficient, about the richness of alternatives in the world of work. This involves pointing a young person to a new self-consciousness about his occupational future, in terms of a job, and in terms of the right one for him.

Still another challenge in the counseling of rural youth is the fascinating one, perhaps because it is not now being done. This refers to bringing the rural young person, as well as his loved ones, around to the facts of migration in American society, working through the implications and the hazards of the moves, the contrasts in rural and urban life, the possibilities of job moves and residential moves, and the services which may help one as he prepares for the move, as he is making it, and as he completes it.

The Third Guideline refers to the need for more post high school programs of a terminal nature. With the growth of the community or junior college movement we have learned that more young people are enticed into education beyond the high school when the opportunities are available near their homes. Undoubtedly we shall see more such institutions, be they branch colleges of established universities, community colleges operated by public school systems, state-supported extension centers, and even privately sponsored two-year colleges. We should favor this movement if adequate standards and methods of support are worked out and maintained.

However, this development does not meet the need for institutes whose chief obligation is that of preparing young people in technical skills, in the crafts, and in the practice of effective community citizenship. One of the curious aspects of underdeveloped communities in this country and abroad is that they tend to deemphasize educational attainment at the intermediate level. Accordingly, large gaps exist in which there are few turning off points for students of varying motivations, aptitudes, and financial means.

Although it is good to see the new national possibilities for vocational education, I'm inclined to believe that we don't use very well the resources and techniques we already have. The Agricultural Extension Service, extension and correspondence courses, companies interested in the work-study concept, the burgeoning interest in short courses and conference activities, all suggest sufficient grist to attempt a large number of ad hoc experiments in learning for young and old beyond the high school.

The Fourth Guideline is the need to explore less dogmatic conceptions of the community than is commonly the case. Some of us tend to lose ourselves in the small-scaled units of the older rural community. Others see the eventual assimilation of the outlying community into the the metropolitan center. And frequently our professional agencies, by their own example, take positions which fail to quietly teach the people and give them some forewarning of newly emerging patterns.

One of our West Virginia counties, of small and still dwindling population, is some forty miles from a major and growing industrial center. Not long ago, when my family and I were passing through its county seat at four o'clock on a Saturday afternoon our seven-year-old son pointed out what I had failed to see myself—there was not a person on the main street of the town! This would not have been so fifteen years ago, but today the men and women go by the hundreds each morning to work in the nearby industrial city, although they still maintain their homes and part-time farms in the hills of that county. Much family shopping is done in the city and at the supermarkets along the way.

Also interesting in this story is that the county agent is still organizing his work about that single county, and several of his professional colleagues are assisting the people of that town and county in an industrial development corporation which so far has failed!

My judgment tells me that the county agent's idea of the community and this activity is in the wake of history. The people in their own way are ahead of the county agent on this score, and he might better spend his time bringing the people of the town, county, and nearby city together in order that the new fact of their mutual existence could yield advantages to all.

We may have accepted too many dogmas too rapidly:—that there is only one kind of farm to live and work on, the big and expensive one; the confusion of farm life with, and its believed dominance over, rural life; the superiority of the longer residential move over the shorter occupational move.

As we go about exploring additional possibilities in the emerging community, we should think through alternative combinations which involve: (1) the ecological and natural structure of the area; (2) the commuting pattern from jobs and services; (3) the alternative possibilities of consolidating political entities; and (4) centralizing certain of the specialized, expensive educational, technical, health, and social work services. Once such factors are combined and recombined in new patterns, our host of professional agencies could arrange programs and assign personnel in accordance and recognize the mandate of the future.

It is pleasing to note recent developments that give weight to the area or regional notion of a community. Permeating this should be concern for blending the stability of local identity with the richer view of an enlarged geographical life. As we come to this we shall find that the usefulness of the terms "rural" and "urban" will have disappeared and that the stabilities of rural life and the varieties of urban life are both possible.

The Fifth Guideline deals with the need to speed up the flow of cultural experience and impression into rural communities. We need more libraries circulating more books, more statewide educational television networks, greater participation of local people in the creative and performing arts, more and better refresher courses for professsional practioners in medicine, law, and engineering, and stepped-up participation of the people in industrial development, and in rural planning programs.

While each of these will achieve worthwhile objectives in their own right, each and all together will swell the myriad of impressions in rural America, and by so doing will enlarge the awareness which rural people may have not only of the nonfarm world but of their own as well.

I hope, too, that we could have more forthright talk with people about the issues with which we have grappled here at this Conference. I'm not sure we are as honest about some of the realities as we ought to be. There are times when some of our farm project programs appear to prolong unnecessarily the interest of rural boys in farming. More than a few farmers have remained too long in farming because the flow of technical knowledge from the county agent has kept them just above the marginal breaking point.

Well, these have been the remarks of the summarizer who followed the summarizers. As analytical impressions of this Conference, they turned out to be more clinical and less anecdotal than I might have ordinarily planned. But I was moved by the Conference to put up a framework—a kind of theory—to give focus to the salient and powerful propositions which lurked just behind the massive and vigorous format of our deliberations. These remarks may have been too heavily skewed to structure. But if so, this will emphasize that there will be no unilateral solutions to the needed adjustments of rural youth in an urban industrial society.

The 500 individuals who have been here represent perhaps the largest assembly ever brought together to review the rural sector exclusively in terms of human resources. Our effect upon the country's concern with the underdevelopment of youth can be unusually great if we are prepared to replicate at state, regional, and community levels, what has taken place here.

As we do so, I hope we remember that our present resources are by no means meager. They sometimes seem to be because we frequently fail to identify them or bring them together. As the problems of both rural and urban communities become more unspecialized and general, and the resources by which to solve them become more specialized and particular, those of us who are professional people must take the lead in perfecting interdisciplinary efforts. Otherwise, there never will be enough resources to do the large job we have before us.

What brought us here was a common interest in helping young people understand and adjust to the challenging and dangerous circumstances of change in the modern world. As we offer what we have to give, we shall be helping them and ourselves, as Ortega y Gassett once put it, "to live at the level of our time."

If any one of us goes home without a more intelligent understanding of modern rural life, or without a more abiding awareness of the nature of American society, then the fault lies with us as individuals and not with this provocatively planned and executed Conference.

THE FEDERAL GOVERNMENT SPEAKS FOR RURAL YOUTH

Major talks were given by prominent government officials on how the lives and future of rural youth can be affected by economic progress, their need of education and training to enable them to better cope with these changing times, and their prospects for employment and careers. The efforts being made by the Federal government in these directions were highlighted. Ways in which rural youth might be benefited by the proposed National Service Corps also were outlined.

PERSPECTIVES ON RURAL YOUTH EMPLOYMENT

by

SAMUEL V. MERRICK

Special Assistant to the U. S. Secretary of Labor
for Legislative Affairs

It is a sign of our times that the Department of Labor, in other days identified with the problems of American industrial workers, should today concern itself with the job future of those whose background is rural. The increasing interdependence of our people, the blurring of difference in our way of life, and the refusal of difficult problems to yield to traditional governmental allocations of responsibility are obvious.

There are three explosions that are challenging our institutions—the population explosion, the technological explosion which carries with it an ever rising productivity per person, and the worldwide explosion in the aspirations of people for a better life. Beyond a doubt our Negro fellow citizens are part of this explosion in aspirations.

If projections by the Department of Labor are correct that only about ten percent of rural youth coming of age in the 1960's can look forward to farming for a living, then many thousands of farm youth must be prepared for nonfarm work.

Superimposed on this huge task is the additional burden of integrating into our life and culture the rural nonwhite—largely Negro—youth who already face an uphill struggle for job equality and stability.

Negro youth have been leaving rural areas at a faster rate than white. In 1950, about 1.3 million nonwhite, aged 10 to 19, were living in rural areas. Ten years later, this age group numbered 642,000, a drop of 52 percent. The corresponding decline for white youth was only 33 percent.

It is a gloomy fact that many of the Negro youth who moved to urban areas merely changed their status from unemployed or underemployed rural dweller to unemployed city dweller.

Early warning signals that our Nation's youth might have difficulty finding employment in this decade were already evident in the 1950's.

Every year during the 1950's, in recession and nonrecession years, the unemployment rate for 16 to 19-year-olds was at least twice, and in some years nearly three times, the unemployment rate for the entire labor force. By 1960 their unemployment rate was 14.7 percent compared with 5.6 percent of the total labor force. Almost similar figures appear for 1962.

There are now some 800,000 out-of-school, looking-for-work young people between the ages of 16 and 21. This does not include the underemployed, typically rural youth on marginal farms, because a satisfactory means to measure underemployment has not yet been devised.

Nevertheless, unemployment data tells us in no uncertain terms that youth, rural and urban, are not finding their place in our labor force.

What of the future? The full impact of youth unemployment is yet to come. Preparations to meet it should be underway now, for our lead time to make provision is rapidly growing shorter.

By 1966 our best guess is that there will be nearly 2.5 million out-of-school, out-of-work youth age 16 to 21.

What seem to be the prospects for rural youth who stay at home?

Significantly, from 1950 to 1960 there was a 41 percent decline in the number of workers employed in farm occupations. This is the largest decrease ever recorded for a ten-year period in the Nation's history.

Slightly less than four million workers were employed as farmers, farm managers, farm laborers, and foremen in 1960 as compared with six million in 1950.

Thus, the predicament of the rural-born and reared youngsters, inadequately prepared to compete for nonfarm employment, is more serious than that of urban youth. Such rural youth face a choice of underemployment—a marginal existence—on the farm or movement to urban areas for uncertain employment.

Rural youth who do not migrate have found that higher levels of education and training are needed for many of the available farm or farm-related jobs because of the changes that have taken place in American agriculture. In the last decade the number of tractors on American farms increased 44 percent. The average farm size increased from 215 to 302 acres and the need for scientific farm management know-how is more widely accepted.

Many economic activities which are peripheral to agriculture require technical and professional knowledge as well as basic information. This area, dubbed "agribusiness," is expected to provide increasing employment opportunities for the better trained and more highly educated.

The movement of young people to areas of better job opportunities can be worthwhile if they have the skills to match growing demands in urban centers for better educated and well-trained employees—but a word of warning! A recent study by the Department of Labor on worker mobility showed that eight million persons changed jobs in 1961. Such a high turnover points to the danger of having just one skill.

There has been a ground swell of grassroots efforts throughout the Nation to help young people. Long dormant youth opportunity boards have been reactivated. Educators together with civic and business groups are conducting "back-to-school" movements. Many communities are making efforts to help young people find jobs, and a number of schools are increasingly interested in work-study programs.

These examples of local initiative are most encouraging. We in government are fully aware of the magnitude of the needs to be met and the efforts that must be undertaken to render assistance. For example, much needed and far-reaching vocational education legislation has been passed. Also there is the amended Manpower Development and Training Act. Other helpful proposals are pending.

Undoubtedly solutions to these pressing needs are closer when people like you from towns and communities throughout the Nation assemble in a Conference, such as this, gather facts, alert people to existing problems, and join together in helping our Nation's youth.

The prospects for employment of rural youth depend largely on the outcome of efforts in their behalf. Providing them the educational and training facilities that are appropriate to our times, making them aware of the statistical probabilities of their career choice, selling them the idea that education and the building of skills are important to their future, these are touchstones to a firm foundation for their participation in the great venture of life.

EDUCATION: THE BEST FARM PROGRAM OF ALL

by

DR. A. TURLEY MACE

Director of the Office of Rural Areas Development,
U. S. Department of Agriculture

The first thing we must recognize is that the problems of rural America will not be solved by rural America alone, or in the traditional patterns.

In the years ahead as in the past, family farms will get steadily larger—and fewer and fewer people will be employed in agriculture. That trend is beyond anybody's control.

The plain fact is that the decline of rural communities will be stopped, if at all, only through nonagricultural activities. And to this end, city and country must cooperate. As far as government on all levels is concerned, it is the problem of all departments, not just that of the Department of Agriculture.

Excessive migration away from rural areas is not the answer. Just as depopulation is not good for the countryside, too rapid growth is not good for the cities. Urban and rural problems, alike, will be alleviated if we slow the migration and stem the decline of rural areas.

It is far, far better to create noncrop activities where rural people now live than to compel their migration to urban areas that are ill-prepared to receive and employ them.

Agriculture-based industries, timber-based industries, rural outdoor recreational enterprises for city folks, and as much nonagricultural industry as can be developed—this is what rural America needs.

Here is where the U.S. Department of Agriculture through its Rural Areas Development programs is trying to help. The idea is to encourage organization of citizens' committees in rural counties to do something about their local problems, and to see that they know the aid available to them through the various agencies of the Department of Agriculture as well as through other Federal departments and agencies.

In face of prophets of gloom and starvation, people in the rural areas have fed the American people and a large share of the outside world. Due to their phenomenal levels of efficiency, food in America costs less real money, less of the city man's salary, than in other countries. High on the list of forces that have resulted in this proficiency of production is education. This is education such as the adult education of the Extension Service, the Vocational Agricultural Training Program, the supervision of the Farmers Home Administration, the youth education work of 4-H Clubs, and vocational agriculture as well as the basic education programs of our schools.

Rural youth must learn the technical skills that go with automated farming. They must learn the vast array of skills required in agriculturally related occupations. They must learn highly technical skills to enter business or industry.

If they don't learn, it may not only be that they will be forced to take low-pay jobs, it will probably mean that they will be unemployed.

To adequately learn these technical skills and to properly take their places in society, rural youth must have the highest type of basic education. The attainment of these levels of education will not be easy. For many, Federal, state, and local assistance will be necessary.

But if we are to challenge the rural youth of today to build strong rural and nonrural areas tomorrow, the education goal must be reached. This is the reason why today education is the most important farm program. In fact, it always has been.

RURAL YOUTH AND ECONOMIC PROGRESS

by

THE HONORABLE ESTHER PETERSON

Assistant Secretary for Labor Standards, U.S. Department of Labor

As we are all aware, a growing society is a changing society, and change is a two-edged tool: it cuts both ways. While for the Nation as a whole the net result of change may be beneficial, to those who are adversely affected, the consequences may be devastating—a way of life destroyed.

The farms have lost three million jobs since 1947. This demands that all of us—educators, parents, representatives of management and labor, and government officials, both local and national, face the challenge of developing action programs now to expand job opportunities in every community, both rural and urban, and thus strengthen the economy.

It is only through the concerted efforts of such organizations as the National Committee for Children and Youth—with its dedicated spirit and tenacity of purpose—combined with private and public initiative at all levels, that we can hope to find workable solutions.

Change follows scientific change in such quick succession these days that we must learn an entirely new body of knowledge about every ten years. The changes which have come to all the fields of our world knowledge have engulfed farm and rural communities, cities and suburbs, so much so that new words are being coined daily. Now we talk about "rurbanization" and "agribusiness" in an effort to describe the fusion of city and rural life.

I share your concern for the problems caused by the changes which have come to the farms and their people. I grew up in farm country. I am poignantly aware that the way things were done in my early years in Utah is vastly different from the methods of today.

In those days we had no fresh fruits and vegetables out of season. An orange once a year in the Christmas stocking was a treat. Farmers rose to start their work before it was light and they worked until dark. Every single row for planting was prepared by the slow plodding steps of a man and his horse with the plow between them. It took all the hours of the longest day and all the available man and horsepower, working in this fashion, to get the necessary work done in the right time and season.

But I pleasantly recall the business partnership of the farmers and their wives, whole families sitting down to a hot supper and discussing plans for the coming season, taking it for granted children would stay on the home place and benefit from the learning handed down generation to generation.

But as mechanization and new farm technology have replaced man, horse, and plow, so also have they reduced the number of workers needed in farming. One farmer's work now feeds and clothes the equivalent of 27 people instead of the three just a few decades ago. Today only one farm boy in ten can expect to earn a good income farming.

The agricultural revolution now in progress is a reminder of our past history. Although different in many ways from the industrial revolution, the current agricultural impetus is similar. It demands change in the customary ways of working, a revaluation of concepts of land use, and of traditions and customs we have held a long time.

As we look back on the industrial revolution, we realize how thoroughly accepted now are shorter hours of work, better working conditions, and a decent minimum wage for many people. Almost forgotten is how hard many people worked to get those advances. Forgotten, too, are the grade-school-age children who worked 12-hour shifts for three cents an hour in the new textile mills.

We are shocked to be reminded that this was an accepted custom of the times and that many people sincerely believed the country would go bankrupt if child labor were prohibited and higher wages prevailed in the new industries.

Minimum wage laws and the 40-hour week did not bankrupt the economy. Unemployment compensation, a concept new a generation ago, designed as a bulwark against hardship and economic depression, has not ruined the country though disaster was predicted at the time.

The industrial revolution resulted in greater buying power for the workers. This has gone back into the economy, expanding the strength and greatness of America. Today's rural problems merit the same diligence in finding answers which will give the rural dweller dignity and maintain the Nation's prosperity.

Agricultural changes are affecting the lives of both rural and urban people. As farm income and jobs have declined in recent years, boys and girls are leaving the farms. This is true of the trained and better educated as well as those without skills.

The rural youth without training or skills to enable him to get and hold available jobs faces confusion, disappointment, rejection, and frustration. Too many of these disappointed workers have moved into city slums. And the condition of slum-dwelling people is becoming progressively worse—the sparking fuse of social dynamite.

A few years ago people were called crackpots when they said that some day this country would have 60 million jobs. Now there are 70 million employed, 95 percent of the population, but there are still 5 percent not working. This is not as high a percent as the country has experienced but it is more than should be accepted as normal. There should be no rest until something is done about it.

This Nation, in which tens of millions of people enjoy the highest standard of living the world has ever known, contains within itself an underdeveloped country—a country of resources waiting to contribute to the whole prosperity. A Cabinet-level committee has reported to the President that "there are 32 million persons in the United States living at a lower level than America is capable of providing for its citizens." This is equivalent to the combined populations of Pennsylvania, Illinois, and Ohio or of the five largest metropolitan areas; New York, Chicago, Philadelphia, Detroit, and Los Angeles.

We all are concerned that rural youth have the opportunity to meet the challenges of a changing world. They must be helped to meet these challenges with strength, the necessary skills, and education.

About 700,000 boys and girls between the ages of 16 and 21 are out of school and out of work. An excessive proportion of these jobless young people are rural youth. Negroes have double the unemployment rate of whites, and other minority groups have similar difficulties.

On the basis of present trends, 40 percent of today's fifth graders will drop out of school before graduation. A number of these live on farms and in rural communities. Twice as many dropouts as high school graduates are unemployed. Three out of five dropouts had no counseling or guidance before leaving school.

I was amazed when I read the background papers for this Conference to learn what a trickle of counseling has been given to rural youth. It's no wonder so many kids haven't had their sights lifted higher to what the great possibilities are! There may be jobs in other areas for those with the necessary training. By 1970 the United States will need five million new skilled workers. The population explosion will call for new homes, roads, sewers, schools, community centers, businesses, industries.

Developments in technology and automation are raising the educational requirements for employment in general. They also are abolishing many of the jobs that demanded no skills and traditionally provided the dropout's entry into the work market.

I am sure educators in this country share a deep concern for another group of people—the eight million adults over 25 years old who have had less than five years of schooling. For these someone failed to have a stay-in-school campaign, or a guidance service to prevent school dropouts, or to urge a migrant school in the community.

Migrants as a group are probably more deprived than any other. The migrant farm worker knows no other skill but farming. He, his wife, and children are on a treadmill from which there is little chance of escape unless the public takes serious responsibility for them and supports legislation to alleviate some of their distress.

The migrant farm workers have no permanent homes, no roots in any community, and get little benefit from community services. The migrant child has none of the stabilizing relationships provided by church, school, and friends usually enjoyed by a youngster in a family settled in a community. The Office of Education has estimated that each year 600,000 migrant children are denied an education because their families are on the move.

Another area of grave concern is the problem of minority group unemployment and discrimination. The push of Negroes for civil rights has spurred other minority drives—Indians, Mexican-Americans, Puerto Ricans, Oriental-Americans—against discrimination in employment and education.

Let us recognize that we shall be neither free nor prosperous unless we resolve *now* to give every citizen his inalienable rights. This would be no more than being an American demands—as well as plain common sense.

In behalf of those 32 million low-income people, the 700,000 boys and girls out of school and out of work, for the many rural people unemployed, the eight million striving to read, the migrants, and the vast segment of the population who are called "minorities," I ask for recognition and assistance.

There are several things to be done.

The most pressing need is for adequate education and training. Vocational courses must be reassessed, not only to help the mechanically inclined youngsters, but to gear the courses to realistic job opportunities and to the community labor market. All discrimination in schools must end.

Additional guidance and counseling services are needed not only for today's students but for dropouts who might be induced to return to school. Some states have found that when parents attend adult classes, their children take a greater interest in school. Attention must be given to migrant problems.

Increased mechanization is adding hazards to agriculture, already recognized as the third most hazardous occupation. We must extend the same safety protection to workers in agriculture that industrial workers have. If we safeguard all farm workers, we will be protecting the youthful ones.

Consideration should be given to revised concepts of land use. Many areas bypassed by economic progress have encouraged repopulation, for example, by converting land to recreational use, meeting needs of nearby cities and suburbs. This turning of land to other uses is not new to this Nation. Early in this century when cotton prices dropped to ten cents a pound, diversified farming was introduced in the South and that section was changed from a predominantly one-crop operation.

The Administration is trying hard with new programs to stimulate the economy because at the base of much of the problem is the simple fact of jobs—just plain jobs.

There are programs underway aimed at promoting job opportunities—the urban programs of the President's Committee on Juvenile Delinquency and Youth Crime; the youth provisions of the Manpower Development and Training Act; and programs of the Area Redevelopment Administration. Youth camps, such as would be provided under the Youth Employment Bill, have been set up in a number of states on a pilot basis. One objective of the tax cut is to make more money available for industrial expansion.

Much can be done by volunteers. Just for example, in a literacy program an individual can volunteer to teach one other person to read. A volunteer day-care center would be a great service to migrant mothers who when they go into the fields to work take their young children with them because there is no one with whom to leave them.

We in this Nation have always been able to solve our problems—and we can solve today's problems, too. I challenge you, the leaders in your communities: Let us battle unemployment, poverty, ignorance, injustice, and apathy.

RURAL YOUTH AND THE PROPOSED NATIONAL SERVICE CORPS

by

Captain William R. Anderson (USN—Retired)

Staff Director, President's Study Group on a National Service Corps

We are living in an era of planned progress. We are making planned progress, however measured, in the fight against cancer. The business man who can look forward and plan his progress is the one most likely to survive future competition.

We face the question as to whether or not the time has come for planned progress in dealing with the social factors in this country. Certainly, the challenge is no less than that which we face militarily, in space, and on the economic front.

Planned progress in meeting the problems of youth, just as in science, technology, and economics, requires a great deal of innovation and not a little experimentation. We must try out some fresh approaches, some bold new approaches, so that we may select at the earliest possible time those courses of action which are beneficial.

I saw Admiral Rickover go about the development of atomic propulsion systems. He made two decisions that saved this Nation ten years. First, he decided to innovate and develop an atomic-powered submarine. Secondly, he decided to experiment by trying two approaches, one involving a sodium-cooled reactor, and the other a water-cooled reactor. He didn't know if either would be successful. Sodium did not turn out well. The water project exceeded expectations.

I would hope that this Conference can come forward with some bold, new approaches in dealing with the problems of rural youth—

to provide these young people, so often bypassed, a full partnership in the aspirations and opportunities of the American system.

The National Service Corps is not a youth program as such but certainly the priority of its attention would be toward youth, and rural youth would be a group of prime concern.

I believe the National Service Corps may be a step toward planned progress. It is a fresh new approach, it is an innovation, and it is experimental.

It is a concept based on the realization that 40 million people in this country live below the poverty line, and that by far the greatest reservoir of potential help exists in the millions of idealistic and able Americans who should be called upon to participate in increased people-to-people programs directed toward causes of human distress in this country—programs to help people help themselves—programs that can be built on the part-time volunteer efforts of citizens in their own communities.

The catalyst which we hope will bring about this more massive American volunteer effort is a modest-sized corps of men and women of all ages, asked to give a year or two of their lives in dedicated service in areas of great need here at home.

Section IV

TOPICAL MEETINGS

For Conference participants having specialized interests, seven topical meetings were held. In each of these the speaker was an authority in the respective field under consideration. Here are highlights of the addresses: *

I. THE OUTLOOK FOR LOW-INCOME YOUTH IN RURAL AREAS.

DR. LEWIS W. JONES, *Department of Psychology, Fisk University, Nashville, Tennessee.*

The outlook for low-income youth in rural areas is not, at this time, optimistic. There may be some degrees of difference between low-income white youth, Spanish-speaking youth, and Negro youth, but the differences are not nearly as disturbing as are the characteristics *they share* in a low-income disadvantaged status.

The most obvious contribution to the dismal outlook for low-income rural youth is the relatively inferior education they are getting. In *Income and Welfare in the United States* there is shown a statistical relationship between education of parents and education of sons with the conclusion that "from the close relationship between the education of one generation and the education of the next in the same family there is some perpetuation of poverty through low relative educational levels and there is perpetuation of high status through continuation of high levels of education." [1]

Nowhere else is this truer than in the rural South. The process by which status and opportunity are rigidly channeled is the same for low-income white youth in the southern uplands as it is for low-income Negro youth in the southern lowlands.

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[1] Morgan and Associates. Page 402. Table 27-1.

* Full text of the addresses summarized in this chapter may be obtained from the National Commitee for Children and Youth.

Another contributory influence on the outlook for low-income rural youth is the absence of those social services that are taken for granted in our cities. True, these services are overtaxed because of the continual influx of rural young people. But, in rural areas, clinics, settlement houses, psychiatric services, etc., are just not there.

Studies have shown that the poor are probably a more varied group than ever before in American life. The farm poor live in areas where the economic sustenance has withered with technological developments in agriculture. The rural nonfarm small town suffers from demise of local industry, whether it be the coal mines of West Virginia or the dead one-industry textile towns in New England.

The arguments are strong that a sound economy requires large-scale agricultural enterprises, the most efficient type being the vertical enterprise in which farm production is a phase as is processing and merchandising. The independent owner of land can hardly afford tenants when national policy and government programs make it economically advantageous to take land out of production, regardless of what happens to people to whom that land meant livelihood, however meager and limited that livelihood may have been.

Only a fraction of the boys growing up on farms today may expect a chance to become farmers themselves. The youth in a low-income family may not enjoy any illusion that he has a future on a farm. Some of these youths may become members of the rural proletariat, a hired worker, in an area where the benefits of the industrial workers do not obtain. Too little attention has been given to development of agribusiness.

Farm and small-town America are large producers of the poor, while the big cities are increasingly the receivers—as well as generating poor themselves. While the farm and rural areas are pushing people toward the cities, the latter are not prepared to accept or welcome them.

It is important to recognize indications that this country is increasingly moving into a dual economy in which the main economy is characterized by the provisions of high standards of living, somewhat stable employment and other rewards for those who are able to stay in it. On the other hand, the marginal economy is centered around low-level service trades and occupations peopled by individuals of low skills from minority groups or left-over immigrant populations. This latter group receives relatively little of what the economy is producing, especially in housing.

The evidence of the crime committed against the Nation in every county in the rural South is to be seen in all of our cities South, North and West. In every slum in all of our cities those who were educationally crippled and psychologically maimed in the rural South are to be seen. The squeamish who avoid the squalid view can read the crime statistics, the welfare records, the dependency reports and know.

The present crop of unemployed and unemployable is not the last harvest. More dwarfed and twisted human youth are in production, now. The cities shall receive the future harvest as they have the past ones. This has been described again and again, sometimes as the story of the influx of poor whites and sometimes as the story of poor Negroes.

II. THE SPANISH-SPEAKING YOUTH: FROM THE FARM TO THE CITY.

HORACIO ULIBARRI, *Professor, New Mexico Highlands University,* Las Vegas, New Mexico.

The majority of Spanish-speaking youth today are in the cities. The migration from farm to city has been very great in the past decade. In northern New Mexico, for example, some Spanish-speaking counties have lost 35 percent of their population. Yet there remains enough Spanish-speaking people in rural areas in New Mexico, and elsewhere, to cause concern and warrant concentrated efforts to prevent needless suffering and waste of human resources.

Before the depression of the thirties, the impact of Anglo-American culture on Spanish-Americans was small. With the depression came the Federal jobs such as the WPA, CCC, and SCS. The unproductiveness of the small farms and the availability of these jobs right at home helped to change the Spanish-American from an agrarian, subsistent economic base to a typically American monetary economy. This change in orientation together with the experiences received during the war years, both by the veteran and non-veteran, triggered a movement that would eventually cease with the complete annihilation of the Spanish-American culture. The movement has kept a ferocious pace and the unfortunate ones who have not kept pace with it are completely dislocated and disorganized.

The indiscriminate acceptance of Anglo-American cultural practices and stubborn adhesion to some of the old values and behavioral patterns has produced a great amount of social disorganization among the Spanish-Americans as well as the resultant personality dislocation. The downward spiral of poverty, ignorance, apathy, and dislocation are very much prevalent in the rural areas of northern New Mexico. There is no indication that it will end in the near future. The major social agencies, the church, the home, the community and the school seem to be helpless in restoring the toppled social balance.

The Spanish-American has gradually disassociated himself from the strong religious compulsion of his fathers, and this has directly affected the family, the strongest institution in Spanish-American culture. The typical family found in New Mexico's rural areas does not resemble the Spanish-American family of old.

The average rural Spanish-American family is an impoverished family. The Spanish-American counties which are mostly rural are the ones that reported in the 1960 census the greatest number of families with incomes of less than one thousand dollars. The father usually has less than a high school education. He generally is an unskilled laborer, and when he does not work, he draws unemployment compensation. He may have to seek a job away from the family at times. When he is home, he is too tired to show any amount of affection to his family or to give it any kind of family life. He is a poor model for his children because he has not achieved much.

The amount of guidance given the children by the father and mother is negligible. They are not greatly concerned about the future because they are orientated to the present. The burden of providing daily sustenance is so great that neither parent has time to consider what can be done for the children. Many are not concerned whether their children graduate from high school or not. Most youth have little ambition.

The community itself is of little help in developing the potential of youth in these rural areas. The apathy that has engulfed the family is very much evident everywhere in the community.

The typical northern New Mexico Spanish-American rural community is little more than a slum. There are no social or service organizations, and no recreational facilities except perhaps a dance hall which serves also as a theater. Usually there will be one or two general stores and a similar number of saloons. Very few jobs are available to the men and none to the youth. Most of the farm land is untilled because of the smallness of the plots or for lack of water.

The emptiness of life to the young can be seen by the way they drive their beat-up jalopies up and down the village streets with utter disregard for safety and no notion of courtesy. Drinking is heavy among the youth and often marijuana is found. Sexual promiscuity among teenagers is prevalent.

The one institution that could help cure negative progression is the school. But schools in many instances are politically-ridden. The mother tongue of these youngsters is Spanish, but the teaching is in English and the curriculum is preparatory for college. The subject matter pounded on a youth during the day is more like a fairy tale than reality.

To a child who receives little encouragement from home and the community and who has developed no strong ambitions of his own, the easy way is to drop out—and the dropout rate is tremendously high. Very few go to college.

This is northern New Mexico—this is the Spanish-American. It is a gloomy picture. It is a situation that can be duplicated in any area in the United States where there are minority groups in a rural setting. The basic factors of poverty, ignorance, apathy, and dislocation are being duplicated daily a thousandfold. Instead of a proud American, the rural Spanish-speaking youth is a bewildered, blundering, dislocated individual. He has dropped school; he has nothing to do at home; life is boring; he will migrate to the city.

III. A FUTURE FOR INDIAN YOUTH IN RURAL AREAS.

DR. ROBERT A. ROESSEL, JR., *Director, Indian Education Center, Arizona State University*, Tempe, Arizona.

Today Indians suffer more from indifference and apathy on the part of the general population than from discrimination.

The American people must be awakened to the needs of the Indians. The Indians have not been as articulate, as vocal, or as organized as other minority groups. Therefore, the Indians have not been given the attention by our Nation that they warrant. But the Indian is not the "vanishing American." From 1950 to 1960, the Indian population increased 38 percent.

Indian leaders look to education as the means by which to solve their peoples' problems—the way through which they can have a brighter tomorrow. Educational attitudes toward the Indians are changing. Formerly the Indian's success was gauged on his ability to be like a non-Indian. If the Indian wanted to walk down the Indian road, it was believed he was doomed to failure.

In general, Indian education today is not demanding that an Indian be an American or an Indian, but rather seeks to show the Indian that education is a way through which he can preserve what he wants in his culture and also advance in today's world. Indian people in the Southwest want to see included in the school curriculum elements of Indian culture and history. This not only would benefit Indians but non-Indians as well, even in other sections of the country.

Our problem is how to motivate Indian youth; how to motivate them to want to go to school and to learn; and then want to return and help their people, and work with others who need help. Here again we have a key. The key is the concept of service. I think very strongly that we should get more young people, be they Indian or non-Indian, to be more concerned with the problems of others and to be more alert to the needs of others. I think the concept of service has a built-in guarantee for motivation. I very strongly believe that all of us interested in Indian youth ought to try to develop ways to encourage this concept of service and thereby, I think, we will develop motivation.

A most vital need for Indians is for the home to become increasingly important, and that Indian parents assume more responsibility for the educational growth and development of their children. Cultural patterns have retarded this, but Indian people are beginning to demand more participation in their schools. They are indicating they want to improve their communities.

The Bureau of Indian Affairs estimates that only one out of 12 Indian youth is reached currently by some type of youth program. Progress is being made, but there is need for further programs in recreation, adult education, community improvement, as well as changes in the school curriculum.

We have a challenge to make strides because the Indian wants to be able to help himself. He wants to be able to improve his community. I think all of us working with Indians need to make it possible for this to take place. We need to encourage the Indian young people to work together.

IV. RESEARCH POSSIBILITIES UNDER TITLE I OF THE MANPOWER DEVELOPMENT AND TRAINING ACT.

Dr. Howard Rosen, *Deputy Assistant for Manpower Research, Office of Manpower, Automation and Training, U. S. Department of Labor*, Washington, D. C.

Research is needed to fill in gaps in information that concerns the problems of rural youth and rural adults. It is hoped that among those attending the Conference there would be qualified persons interested in submitting projects in research, and following through, in these areas.

The Office of Manpower, Automation and Training has noted that not enough research has been done in tracing the movement of populations from rural to urban centers. For example, it is not known what proportion of the so-called "hard core" unemployed in the United States originated in the rural areas and were not educated properly for urban employment. Nor is it known what kinds of skills and training many rural movers bring with them when they move into the urban areas.

As to the question of mobility, the Department of Labor, does not want to be in the position of directing people where to move. Neither does it want to be in the position of telling which people to move.

This question of the desirability of mobility is not yet resolved. The English at first encouraged large numbers of people to move out of areas of unemployment. Now they are not sure of the wisdom of this. They now are suggesting it might be wiser to move jobs to people.

In this country the Area Redevelopment Administration is trying to bring jobs to the workers in areas of unemployment. There are others who say the workers should be moved to where jobs are available. This is a field in which hard research is needed. Is too much mobility a mistake? Is not enough unwise?

On the basis of its limited information, the Office of Manpower, Automation and Training does know that occupational information available to rural youth should be expanded and improved. How can we do this? What is the best way?

It is desirable that rural young people who expect to move into urban populations be adequately trained and aware of urban employment opportunities. This means that rural youth must be trained for urban opportunities.

And that raises an interesting economic question: who should bear the cost of training young persons, many of whom will definitely move out of the areas where they receive this training? The picture that calls for attention is that the economic costs of training and education will be borne by one group of adults—but the economic return will be received by another group in a different geographical area.

Another question is how can the public employment service give better labor market information to rural youth and adults. This is necessary to avoid the problem of having jobless workers, lacking adequate labor market information, move into an area of heavy unemployment.

The Office of Manpower, Automation and Training also is interested in the question of the level of manpower utilization in rural society. For example, in some wheat belt areas rural youth and adults live in a town after the harvest is in. They work only six months a year.

Thus in cases where many young people work only a short period a year, the questoin is to what extent does the country fall short of fully utilizing its labor force? How can this segment of our labor force contribute more fully to the economic development?

There are many other significant problems. What can be done to improve the quality of rural education in rural high schools? Should we look further into the question of combining schools? What can be done to bring better facilities to rural youth?

The Department of Labor is interested in research proposals in problems of both urban and rural employment. The Department is interested in the total manpower situation. We urge you as research people to submit proposals to us. I can assure you they will be given serious consideration and evaluated with great care.

We invite you to join with us in participating in the challenging task of trying to resolve the difficult problems of unemployment, underutilization, manpower requirements and resources, and training. I think that if you help us carry out our responsibilities under this Act, you, as researchers, will have made a major contribution to developing answers to the most difficult economic problems this country has ever faced.

V. THE IMPLEMENTATION IN RURAL AREAS OF THE PRESIDENT'S PROGRAM ON MENTAL RETARDATION.

DR. STAFFORD L. WARREN, *Special Assistant to the President for Mental Retardation,* Washington, D. C.

President Kennedy's interest in improving opportunities and life in general for the mentally retarded prompted his appointment of a committee of experts who in October 1962, drafted the President's Panel report on mental retardation, *A Proposed Program for National Action to Combat Mental Retardation.* The President followed this up with a special message to Congress recommending specific legislation.

In addition, the post of Special Assistant to the President for Mental Retardation was established. Since the majority of the Panel's recommendations concern activities within the Department of Health, Education, and Welfare, the former Departmental Committee on Mental Retardation was renamed the Secretary's Committee on Mental Retardation to indicate the personal relationship of the Secretary.

This Committee has at work five study groups on mental retardation statistics, perinatal findings, public information, international aspects of mental retardation, and the establishment of mental retardation research centers. The efforts of Committee staff members are augmented by representation from voluntary organizations and other nongovernmental sources.

Several other Cabinet departments have programs relevant to mental retardation. In some, these programs need to be further developed, and in others, started from scratch. To supply the stimulus is one of the jobs of the Office of the Special Assistant to the President.

That Office is in contact with the Department of Defense which has under its direct jurisdiction approximately 75,000 mentally retarded children in the United States and abroad. An advisory committee has looked into the problems of facilities and specialists for mental retardation in military medical installations. There are special problems involving adequate education opportunities for children in Armed Forces schools.

The Bureau of the Census, Department of Commerce, is figuring how it can contribute improved statistics on the number and distribution of instances of retardation in the Nation. The Department of Interior plans special attention to various aspects of mental retardation among American Indians.

One of the activities of the Department of Justice's proposed new psychiatric hospital will deal with the complex problems of the mentally retarded offenders. The Civil Service Commission is exploring the possibility of increased Federal employment of the retarded.

The Department of Agriculture can be helpful through its education-type programs. New programs are needed in the field of recreation. The President's Committee on Employment of the Handicapped, an autonomous agency housed in the Department of Labor, recently dropped the word "Physically" from its title and now has a subcommittee on the mentally handicapped.

Working with the staff of the Council of State Governments and with individual Governors, the Office of the Special Assistant is seeking to help the states with their varied programs in mental retardation. The support of major health and professional groups has been excellent.

Efforts can be effective only if they have impact on local, county, and state programs. School boards must see the importance of special education and health departments must appreciate the value of diagnostic and therapeutic services, and mental health clinics.

The problems of coordination, even of the establishment in small rural communities of only several hundred to several thousand people, of schools, special training programs, welfare and supportive programs, can be very difficult. The distribution of our youth on farms of varying size and strength brings into play the factors of transportation and communication. Unless the parents and the local school system are in close contact, the adolescent may not be willing or able to make the effort to continue his or her education at the most critical time of their lives—to finish high school or technical schooling so that they have at least a start on a useful job in life.

VI. ORGANIZING A PROGRAM FOR DELINQUENCY PREVENTION AND TREATMENT IN A RURAL AREA.

Edgar W. Brewer, *Director, Program Development, Lane County Youth Study Project,* Eugene, Oregon.

The Lane County Youth Study Project, located in Eugene, Oregon, gets its funds primarily from the President's Committee on Juvenile Delinquency. The objective is to develop through research and community organization, a major delinquency prevention and treatment program for selected areas within Lane County, and possibly elsewhere.

Lane County is about the size of the State of Connecticut, stretches from the Pacific Ocean to mountains 11,000 feet high, has 180,000 population of which two-thirds live within a 10-mile radius of Eugene. Its people are engaged partly in farming, partly in lumbering, and some in fishing.

Experience is indicating that organizing a program, such as the Lane County Project in Delinquency, is no different in many ways than setting up programs to cope with a wide variety of other social problems in the community. Many techniques are basic.

Assuming the problem has been identified—in the Lane County Project, Delinquency Prevention and Treatment—any kind of intelligent planning and program operation must be based upon facts. In delinquency many facts are at variance. One of the first decisions was to decide which facts were required to do the job that seemed needed. This can take time, thought, discussion, and it is hazardous.

For example, it was known roughly what proportion of children in Lane County were referred in a given year to the Juvenile Court, and this figure varied little from the national average. Research uncovered additional facts that certainly influenced our thinking in planning the project.

These additional facts showed that in Lane County a youth has between a one-in-three to one-in-four chance of being referred to the

Juvenile Court sometime between the ages of 14 and 18. This gives a different perspective from saying that from three to four children out of a 100 are referred in a given year. The additional findings highlight the dangerous age bracket.

To begin, certain assumptions must be made, and that a kind of systematized approach, a kind of frame of reference, must be set up to avoid just gathering random facts that cannot be pooled into a useful form. This is not easy. For one thing, those participants representing psychiatry, sociology, welfare, education, and other fields, must learn to understand each other's language and overcome the bias that stems from each individual discipline. There must be understanding between those who hold the broad sociological approach, as epitomized by the opportunity theory, and those who prefer the more personal and individualized casework, or the psychological approach.

As the frame of reference is made specific, then comes the question of how and what kind of facts to be collected—what information is available and what must be researched. As findings emerge, decisions must be made as to which are dependable for use in planning programs.

The Lane County Youth Study Board is composed of some 60 members, representing varied community interests. It has a 20-member board of directors. One characteristic of that board, as of this Conference, is that it is a middle-aged, middle-class group. It is important to be aware of that. Also in considering rural problems, it should be recognized that generally people who have had the education and experience in agencies and organizations either come from an urban background or have acquired an urban outlook. This should be offset by involvement of people who truly represent rural life.

In Lane County three areas—a farming area, a lumbering area, and a small town—were selected for study and demonstration in connection with rural problems. The farming area, being close geographically to a large urban community, was found to have a combination of semirural and farm ways of life. The lumbering area was isolated in terms of distance and therefore from urban influences except those of mass media, which should not be underestimated. It was seen that while the lumber community has a rural orientation, it was not that of a farm.

However, both areas had a similar problem in the shrinkage of employment opportunities. The farm boy and the son of a lumberman both face the common problem of learning proper skills in a changing environment or facing unemployment. Further, they have not been receiving the proper signals giving them an idea of what the world is going to be like during their work life.

Until youth in high school, even younger, are given a realistic picture of what is involved in just the pure mechanics of making a living in the next five to twenty years, it will be a losing battle in education, in delinquency, in mental health, and in many other areas. Rural youth often are quite isolated from the kind of experience that will give them this knowledge. This is especially serious for disadvantaged rural youth—youngsters half-orphaned, those whose families are in the lower economic groups or those whose families lack the qualities to help youth make a smooth transition from childhood to adult life.

It is becoming increasingly clear that rural people are becoming further removed from employment opportunities, and their young are much less likely to recognize available opportunities or know what to do about them.

The task of any delinquency prevention and treatment program is to help remove these disabilities by increasing opportunities generally or by increasing the individual youth's ability to take advantage of the existing opportunities.

One peril I think that should be faced by a group such as ours is over confidence in the beliefs that research will tell us what to do. Research will help us face the facts, identify problems. It's a very good servant if we ask the right questions, if we make proper use of it, but it will not give us a program package. It will probably raise more questions than we started with but in doing so it provides an education.

We're confident that despite the complexity of some of these tasks, the perils of research and planning, that Lane County will benefit greatly, even more than it has to date from the effort. We hope the efforts of the project as well as those of the community agencies will have a major effect on the face and character of the entire community of both adult and youth and no way be restricted to the impact just on delinquent children.

VII. A BOY NAMED AMI—A DOCUMENTARY FILM ON ISRAELI YOUTH IN RURAL AREAS.

Commentator: MRS. ORA GOITEIN, *Women's Affairs Attache, Embassy of Israel,* Washington, D. C.

The calls for help to save Jewish children, first from Germany and then from Arab countries, gave rise in 1934 to "Youth Immigration." Since then more than 100,000 youngsters from 74 lands have been brought to Israel where they could live and grow in safety, dignity and hope.

Integrating children from so many cultures, ranging from the almost primitive to the highest form of Western civilization, was a task of great magnitude. This has been accomplished without losing sight of the importance of each child as an individual with individual needs and problems.

This concept was portrayed in the film: *A Boy Named Ami.*

Ami, a sturdy, olive-skinned, 16-year-old, born in Nazareth, was sent by his widowed mother to a fishing village for training and education, since she could not control him. Sullen, resentful, Ami represents the ever present danger that a neglected youngster may become withdrawn.

Everybody in the village tried to make Ami feel welcome, but he is suspicious, resentful and antisocial. He cannot get along with anyone —or himself. But the group leader detects in Ami a liking for the little archeological museum outside the village. The leader assigned him to glueing together broken pieces of pottery found in the ruins. Also he takes him into his own family, and the boy becomes happier as he grows aware of the family love that surrounds him.

Suddenly he says, "I want to be a fisherman." Ami is taken out with other boys in a boat and he learns to swim and handle the gear. Then one day he takes a turn in a fishing trawler, and becomes an integral part of the crew—a healthy, happy member of a youth group.

YOUTH PANEL

A panel discussion in which three young women and four young men gave their viewpoints on Problems of Rural Youth in a Changing Environment was one of the most stimulating features of the Conference. These seven thoughtful young people, all but one having a rural background, were representative in part—"none is a delinquent, nor a school dropout," the Moderator noted—of that sector of American life under consideration by the Conference.

THE MODERATOR

MISS LOIS M. CLARK, Washington, D. C., Assistant Director of Rural Service, National Education Association, since 1945.

PANEL MEMBERS

HELEN GROSKOPF, Freshman, College of the Ozarks, Clarksville, Arkansas. Her family runs a small Grade-A dairy farm near Clarksville. In college she is specializing in journalism and foreign languages.

HAROLD IRWIN, Sidney, Nebraska. A farm boy, he tried out city life, found it wanting, and happily returned to the tractor. He plans to return to college.

CAROL OHLSON, Freshman, University of Nevada. She represents the second generation removed from the farm. Her grandparents were farmers, but she was born in El Paso, Texas, and grew up in Reno, Nevada. Carol hopes to be an airline hostess.

CAROL ANN PARKER, Senior, Prairie View Agricultural and Mechanical College, Prairie View, Texas. In high school she made the National Honor Society. In college she has been assistant to the Dean of Women and a leader in Student National Education Association activities.

DOUGLAS SPIKE, Senior, Manchester High School, Manchester, Michigan. His parents are dairy farmers. He plans to attend Michigan State University, studying for degrees in education.

HUNTER WIDENER, Senior, Berea College, Kentucky. His is the viewpoint of youth faced with problems in a depressed Appalachian area. After graduation he plans to find employment for a year or two with a private or state welfare agency.

STEVE R. WILSON, Haskell Institute, Lawrence, Kansas. He is an Indian youth of Creek and Choctaw heritage.

AS YOUTH SEES IT

Miss Clark The purpose of this panel is to bring before this Conference the concerns and problems of rural youth as seen through their eyes.

It is important to listen to youth. When we adults envision how youth see this era and its problems, our eyesight sometimes is not too good.

We have on this panel some outstanding young men and women, and they represent white, Indian, and Negro youth, the Far West, the Midwest, and the economically limited Appalachian Area.

These panel members do not represent all rural youth—in fact, we have no delinquents, no dropouts. But in speaking of their own experiences, and that of their classmates, they can give us a better understanding of the attitudes and worries of youth.

The panel members range in age from high school senior to college senior. The school work of all is good, and several have made honor rolls. They have in their background memberships in such organizations as 4-H Clubs, Future Farmers of America, "Y" organizations, church groups, Student National Education Association. They have leadership qualities. Their peers have elected them to office.

They are thoughtful, and they have given concern to the problems of today—specifically to the problems of rural youth. That is why we have asked them to be on this panel.

Now, panel members, let us begin our discussions with a question of a general nature.

What do you see that young people or adults can do to help ensure better chances for young people in rural life?

Because Harold Irwin can speak from personal experience of particular problems that have grown out of our changing rural life, we'll let him start this off.

Harold Irwin From my viewpoint, and that of some of my classmates who want to farm, here are some of our problems. First, it takes capital to get started, and that is not too easy to get. Where I come from, Sidney, Nebraska, the price of land is high—$100 to $200 an acre for good farm land and $36 for prairie land for grazing. Your modern machinery is more efficient—it doesn't take as long to do the work—but it costs more now.

The average size farm in my area is 320 acres and that isn't nearly enough after the government takes out its crop allotment. This is one of our major problems. On my particular farm of 320 acres of wheat land we are cut to 67 acres—and wheat is the main crop.

Farming land is available, but it would cost from $50,000 to $100,000 for land and machinery, to get started.

But the main problem I face in getting started in farming is lack of education. I don't have a good background in agriculture except what I learned from my father, and he was not a college man. The reason I'm going back to college is to learn on my own in addition to what he has tried to each me.

I feel very strongly about this—education, high school and college, is of vital importance in farming.

Miss Clark Thank you, Harold Irwin, for giving us an idea of the problems in getting started in farming. Let us hear from someone who is not so much concerned with getting into farming as finding a skilled job. Stephen Wilson?

Stephen Wilson When I was young I lived on a farm, but my father worked in town as a laborer, and so we moved to town. Nowadays Indians who have land are not farming. The younger children do not want to farm. They want to go to town to work. But they need an education. It doesn't have to be a college education, but vocational training and commercial courses, such as Haskell Institute offers.

Miss Clark Who else would like to speak on this question: What do you think of the chances for a good life for rural young people growing up today? Douglas Spike?

Douglas Spike I would like to take you to Michigan. In Michigan the farms are smaller than in the West. We have a typical dairy farm of 160 acres. Right now we have 50 cows but we've just put up a new barn and will have room for 100.

In my area, a good farm of 160 acres, but without buildings, costs about $40,000. The facilities we now have on our farm would probably cost between $25,000 and $30,000.

It is very difficult to borrow this much money to get started in farming. Possibly the only way youth in my area can become established in farming, and have a really productive business, is to go into partnership with an older farmer, or your father, who already has the facilities.

Young people in my area realize that only one out of ten of us can go back to the farm. We realize the need for more education beyond high school. Quite a high percentage of the graduating classes at my high school, Manchester High School, take additional technical training, even four-year courses.

Manchester High School has only about 350 students, but Citizens' Committees have been set up and are studying the curricula. Classes have been added, textbooks have been changed, and there have been general improvements not only in high school but in the elementary grades.

I feel that the Citizens' Committees, along with a stronger guidance program, have helped rural youth in my area not only to become established in farming, but to realize the possibilities in related agricultural occupations.

We realize that there are probably 500 distinct occupations in agriculture that young people might possibly go into.

Miss Clark Douglas, tell us more about these possibilities.

Douglas Spike Well, probably 40 percent of the jobs open in the United States are in some way related to agriculture—marketing, processing, distributing, production, for example. In turn these areas can be broken down into additional job opportunities.

Harold Irwin I would like to add to this topic of jobs in the city relating to agriculture. I once figured that farming was all washed out so I took a little spree. I went to Arizona, and I thought, boy, I'm going to make some big money out here in the urban business world, and just forget about farming!

Well, the farmer is dumb when it comes to the business world unless he has gotten an education or has some backing in working with business. Now there is landscaping. That is related to agriculture. But I couldn't do that. I couldn't do anything except sell shoes—and that wasn't what I really desired to do. So—I came back to Nebraska to farm.

Urban business is hard. By no means am I saying that farm youth should stay out of the city. But if they want to go to the city, I think they first should think very carefully about what they've got down on the farm. Then if they want to do something besides farm, fine and dandy, but they should make their choice ahead of time and prepare for it.

Miss Clark Thank you for this first hand testimony, Harold. It makes a situation come alive to have someone's personal experiences.

We keep stressing the importance of education—various kinds of education. But is there concern that many young people don't have the push to go on? Helen Groskopf, can you discuss this?

Helen Groskopf In my Arkansas community there is a bad economic situation—no money circulating in the area, no real industry, no chance for a person on a farm to make anything out of farming. All the people I know who are farming have outside jobs of some sort.

The parents of children I know don't seem to encourage their children to finish school. I really don't know what can be done about it except somehow we need to get more industry into the area so as to build up a better standard of living. But it is hard to have a better standard of living, gain any culture, if you don't have some money to back you up.

I'd like to point out that many people enjoy farming. They wouldn't give it up even if they do have to take outside jobs to keep going.

I think farming has given me a very good background. I've lived on a small farm for almost 16 years. My parents moved to Clarksville from Wisconsin in 1948 and they started out with three head of cattle. My father worked in a mine for 10 years to get us started. We now have about 80 head of cattle, and our farm is about 100 acres and we rent another 350.

But without any capital to back one up it is very hard to make a go of it. We've been in the dairy business now for 11 years, and we're going to have to go out of it because there just isn't any money in it—not for a small Grade-A dairy farm. Farm price supports, milk prices, have gone down so much there is just no profit. It's just a lot of hard work for really no money.

Miss Clark What are the young people who are finishing high school in your area doing? Are they staying put? Moving out? Where are they going?

Helen Groskopf Children in my community aren't staying put. There isn't any reason for them to stay. They are moving out to where there are job opportunities. What can you do in a community that has no real sound economic basis? Most of the people have to work for the minimum wage. The only people who really make any money are those who own the stores, the businesses. There is just no reason for the children to stay in the community. There is no way to get ahead.

Miss Clark How is this from your point of view, Carol Ann?

Carol Ann Parker Well, from my point of view it's quite a bit different when we look at youth being pushed to study and stay in school. Either there isn't enough push by parents or there is too much—and mainly in my area of Texas there is too much and that leads to dropouts.

The parents tell the children: "I want you to have what I didn't have," "I want you to have something better."

The parents push and push a child until he has been pushed so much he feels that he just can't get up to his parents' standards for him. He feels he has failed himself, he has failed his parents, he has failed the community. He is disappointed and disgusted, and he drops out of school and seeks to go to something that seems better to him. Perhaps he tried to join the Armed Services or something of this nature. And he forgets all about school.

Stephen Wilson As for Indians, well, Indians have a lot of pride. I have a lot of pride. I'm proud of my mother because she pushed me. When I graduated from high school she didn't tell me to go out and get something she hadn't had. She just put it in my head to go on with my education, and I'm fortunate that Haskell was available.

I believe one of the reasons that Indian children drop out of school is lack of encouragement at home. I believe that parents should encourage their children.

Miss Clark Carol Ohlson in that study you did in your senior high school sociology class on dropouts, did you find anything that would help us understand this situation?

Carol Ohlson In my study of dropouts I did find quite a bit of the problem was with the parents. They either would push their child too much, or they were indifferent—didn't care.

If they push too much, this might cause the child to rebel. He may have had a high academic rating, but no desire to follow in his father's profession. He might lose interest—just give up.

Miss Clark What we are seeing here is that you have to find a happy balance between too much encouragement, too much pushing, and the other extreme of too little interest, too little concern. I hope that Hunter Widener will pick this up because he comes from an area—the Appalachian—where there has been a long history of great economic need. Perhaps he can throw some light on this.

Hunter Widener Perhaps, Miss Clark, society has set higher standards for its children than it does for itself. I think there is danger in this. In eastern Kentucky and in the Appalachian region we have a tremendous problem in school dropouts and related problems.

First, I would like to give you a few statistics. For instance, Harlan County, Kentucky, had a 28.8 percent decrease in population from 1950 to 1960. Leslie County, Kentucky, had a 29.6 percent decrease in the same period. In Leslie County the median educational level of adults over 25 years of age is 6.9 years of schooling and the median family income is $1838.

Now to me this presents a bleak problem, and one that is not local, state, or even regional but national. This Conference is national in representation. Now here is a matter, I would like everyone attending this Conference to be concerned with, no matter where you are from.

I have in college a professor, Mr. P. F. Ayers, who is Executive Secretary of the Council of the Southern Mountains. He has what is known as Ayers Law Number One. I have it here and I'll read it:

"Mankind does not progress as far or as fast as the leaders could lead or think they could lead. Mankind really progresses only as fast as the last man can keep up. If there is one ignorant, deprived individual, the march will be slow."

The low educational level in the Appalachian region is slowing the Nation in its drive for a top level of education and a top level of employment. Until we clear up illiteracy in the Appalachian region, we will have illiteracy in the Nation. We will have people who do not know what to do next.

Each year we have many school dropouts. For instance, in Clay County, Kentucky, one-third of all children between the ages of 14 and 17 years were not in school.

Many of our dropouts go into the big cities in the North, such as Cincinnati and Dayton, Ohio, and Detroit, Michigan, and these mountain people do not know how to cope with city life so they become a problem there—a tremendous problem, such as slums, for instance.

Miss Clark Thank you very much, Hunter Widener.

Let us pause a moment to take stock of the ground we have covered.

We have very clearly indicated that an appropriate education is very important. Harold Irwin has made it clear that we have to take into account the kinds of jobs available in cities as well as in rural areas. We have talked about the hopes and aspirations that parents, that families, have for their children. We have discussed that parents should have real concern, provide a real motivating force, but be careful not to push their children so hard that in the end they defeat themselves. We've said these things rather tangibly. We've hinted at some others.

What else do you think should be done to give more rural youth a chance to have the kind of future you would like and that you would like to see others have?

Harold Irwin This may not be important to some of you, but it is to me.

I think that you should conserve your topsoil, because if you don't have topsoil, you won't have any crops. Now perhaps it may sound like I'm a busybody, but I'm not. I'm just trying to point out to you what some people do so you will be kind of conscious of it yourself.

Before I started working for the fellow who is now employing me, I used to farm around and around a field, up and down a hill. Now this tends to wash the topsoil down into the draw. That topsoil isn't doing you any good. But if you try to farm with the hills so that the water doesn't run off nearly as fast, you are going to have better crops. If everybody had the attitude of taking care of their fields, of being neat and not sloppy, they would get along better if and when they do get into farming.

Miss Clark Am I just imagining this or are you really saying that a sense of responsibility is part of the good life?

Harold Irwin Yes, that's it. If you make a mistake on the farm, it's going to cost you money. Chances are it would cost you money anywhere but I think your cost would be greater on the farm.

Let me tell you of a mistake I made. I was drilling wheat, and I wasn't familiar enough with the drill, and only half of the width of the drill seeded. When the wheat came up we had to reseed. That cost $100, and that could have been a month's wages to somebody.

Miss Clark Helen Groskopf earlier spoke about those people who can't make a living farming, but yet are attached to it as a way of life. It seems to me that Harold Irwin was getting at the notion that somehow we have a responsibility beyond ourselves to others, even to future generations.

Perhaps there are some "do-it-yourself" or "help yourself" approaches that could be made, but are not.

What do you think should be done in your area, and specifically what do you think young people in the community could do? I know Hunter Widener has something to say here.

Hunter Widener Well, our Appalachian area has been depressed for several years and there are many things that need to be done. First, I would say we need some type of training program. Our educational level is very low. Today I heard in one of the Conference workgroups that children should take their problems to their parents. But how can we send children to parents who only have had an elementary education? We need people in the area with professional training. We need centers set up throughout the area to which people can go for expert help.

We need a program like the Peace Corps. I had thought of going into the Peace Corps but changed my mind. But if a domestic Peace Corps is set up or the Peace Corps sets up a program in the Appalachian area, I'll join.

A program similar to the Civilian Conservation Corps would be good. We have people who are displaced and have no jobs. They are drawing pensions and relief. Your tax money is going to help people just sit. But if we had some kind of a program in which these people could work in the area—say, help rebuild the land. This is needed. Strip mining has ruined many areas. Some mining companies have left the mountains in a terrible mess. This has resulted in floods.

I'm asking you as members of different organizations and agencies throughout the country and as citizens of the country—help us. We are not asking for sympathy. We need help for existence.

In a *Look* magazine article we were referred to as "the other America."(1) I ask you to come over and join us and let us live together as one country.

I would like to ask all of you to read *Night Comes to the Cumberlands,* by Harry Caudill.(2) It presents a very true picture of our area.

Carol Ann Parker In our area we have youth who are willing to work, but our problem is finding experts to work with us—and stay with us instead of leaving us right in the middle of everything. We need people to work with us in our Student National Education Association, our young women's associations, our adult clubs. We are asking for suggestions and people to work with us—and stick with us.

Miss Clark Anyone else? Stephen Wilson.

Stephen Wilson There will always be trouble with country hicks going to the city. Schools in small communities don't give the right kind of training needed for city work—so I think city folks should do more in the way of training students who come from the farms. Also I believe the small schools in the farming communities should do more for those who are going to stay in the farming community.

Douglas Spike I feel that education is the basis for getting ahead, and this is the reason I have chosen education as my field of work. After teaching awhile I would like to go into vocational and professional guidance in a secondary school. I feel this is one way that I can help in an area such as mine.

I would like to see high schools throughout the Nation put more emphasis on guidance counseling because in that way we can help young people discover existing job opportunities and train for them.

Miss Clark Helen Groskopf?

Helen Groskopf Well, basically we have in our area the same problem that Hunter Widener does. We need technical education. There really is no vocational agricultural training or any kind of training that would prepare a student for a job—not even in farming. You just get a basic background education.

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(1) Look, December 4, 1962. Article, "Portrait of an Under-Developed Country—Appalachia, U. S. A.," by Thomas B. Morgan, in which he quotes from *The Other America,* by Michael Harrington, published by McMillan, New York.

(2) *Night Comes to the Cumberlands,* by Harry M. Caudill. An Atlantic Monthly Press Book. Little, Brown and Company, Boston.

We have the problem of industries coming into our area and paying minimum wages and, of course, that puts the people over the barrel. They work as hard as they can and still they only get minimum wages while industry makes all the money.

We need some kind of program to encourage children to stay in school and to convince them that this is the only way to really get ahead.

I would like to see farming get back on its feet. There is real joy in living on a farm—at least there has been for me. It has given me a very good background, a better sense of responsibility. A lot of children living on farms agree with me in this.

I always had to help with the milking—and I got my toe stepped on and have been kicked—but it was worth it because I got that sense of responsibility that makes me want to further my education and use what I have learned.

Eight out of ten kids with whom I have talked, and who live on farms, say they would rather live in the country than in the city because, for one thing, there is less mischief to get into.

One thing I have missed since moving into the dormitory at college has been the chance to get out and walk in the country and see the beauty of things. This is something the kids in the city miss.

Miss Clark Let us hear from our city girl, Carol Ann.

Carol Ann Parker Well, I have found that the main problem with farm kids coming to the city is that we have no vocational programs for them in the schools. In my area you can either take pre-college courses or business courses—and that's about the end of it.

My sociology teacher last year said something that has stayed with me. He said that you have to go to school to learn how to cut hair and to make women beautiful, but parents don't have to go to school to learn how to be good parents. And they are doing one of the most important things in life—molding a personality.

Miss Clark (To audience) These young people have not said all they know nor discussed all in which they are interested. We are not going to summarize.

What we wanted to do was to reveal to you some of the concerns and some of the points of view of youth—as given by youth themselves.

Section V

PROLOGUE TO ACTION!

HERE SUMMARIZED IN TEN MAJOR COURSES FOR ACTION ARE THE DELIBERATIONS OF THE TWENTY WORKGROUPS

Dr. Russell G. Mawby, Assistant Director of Extension, Michigan State University, reviewed more than 250 specific recommendations of the 20 Conference Workgroups to develop this PROLOGUE TO ACTION!

"The real test lies ahead—

A RESUME OF WORKGROUP REPORTS

IN STEP TOGETHER

by

DR. RUSSELL G. MAWBY

This report of the recommendations developed by the 20 workgroups of the Conference highlights key points in the thinking of those participating.

The real test lies ahead!

The days the conferees spent together were stimulating, informative, productive. But what was accomplished will only become meaningful when concerns clarified here are reflected in action programs that will better the lives of rural youth.

In this situation, as in all situations, each of us—personally and in his official responsibility—is part of either the problem or the answer.

Either each is unconcerned or ineffective in meeting the needs of the times, and is therefore part of the problem—or each is alert, informed, and aggressively at work on the answers.

Since each workgroup concerned itself with a specific aspect of the total spectrum of the Problems of Rural Youth in a Changing Environment, this resume reflects a broader span of concerns than the focus of any one group. It attempts to interrelate the recommendations of the total Conference.

As reflected in recorders' notes and in personal visits to the workgroups in action, four major characteristics of the Conference stand out, namely:

1. There was *understanding* of the problems of rural youth, and an acceptance of the *challenges* they present.
2. There was *enthusiasm* as shown by the conferees' participation in workgroup discussions and in every phase of the Conference program.
3. There was a *commonality of purpose* in that the conferees, even though drawn from diverse parts of the country, with varying experiences and viewpoints, shared in their concern to help rural youngsters.

4. There was a recognition that *joint effort* will be necessary to meet the complexities of these problems, and there was a sincere desire to get on with the job. Mutual respect and channels of communication developed here will endure as we move into our individual roles and responsibilities, and should result in more effective working relationships.

In reviewing the more than 250 specific recommendations of the workgroups, the following emerge as—

PRIORITIES FOR ACTION

I. INCREASE AWARENESS OF THE PROBLEMS OF RURAL YOUTH

A. The necessary action programs to meet the problems of rural youth in a changing environment must be based upon public understanding of these problems. Therefore, it is imperative that aggressive programs of education be undertaken to make both professional and lay leadership of rural communities cognizant of the specifics in the situations confronting rural youth today. All means of communication should be utilized in this effort to inform the public. Factual material pertaining to specific community situations must be developed to complement area, state, regional and national information.

B. Special efforts should focus on particular problems of local concern, such as school dropouts, unemployment, juvenile delinquency, dependency, neglect, the handicapped, and the problems of minority groups.

C. State delegations to this Conference should assume specific responsibilities for constructive action in their respective states to implement Conference recommendations and should report their efforts to the National Committee for Children and Youth.

II. MOBILIZE THE RURAL COMMUNITY FOR ACTION

A. A significant aspect of rural youth development and community improvement is the encouragement and involvement of the intellectual forces within the community. Such a step is essential in analyzing local problems, considering alternatives, and initiating courses of action. To the extent appropriate, already instituted organizations or structures for such community planning should be utilized. These could include committees for Rural Area Development and other local planning groups.

B. A systematic study of the local community to determine problems of youth should be undertaken, and this study should include an analysis of alternative solutions. Both youth and adults, and all appropriate agencies and organizations should be involved in such community planning. Representation of migrant, minority, and other specific groups should be included in both the planning and action phases.

C. As part of community planning, all agencies serving rural youth should evaluate and adjust their programs to more adequately meet changing needs and circumstances. Such adjustments may include attitudes, circumstances, goals and techniques. Involvement of lay personnel and consulting committees will increase the effectiveness of such efforts.

D. There should be coordination of public programs with those of voluntary agencies, church, and youth groups.

E. Major efforts should be made to more effectively coordinate and utilize resources of local, county, State, and Federal agencies and organizations. It was suggested that an experiment in more effective cooperation and sharing of resources be made with health and welfare agencies.

F. Programs should be developed to better train persons working with rural youth.

G. The special problems of the handicapped, delinquent, minority, and migrant youth should be recognized and effective action programs devised. The first step is for the rural community to understand and accept the problems and needs of these groups.

III. STRENGTHEN THE SCHOOLS

A. Since the school is usually the major social institution outside the family for children and youth in rural areas, it has a vital and strategic role in preparing youth for adult careers; and since many rural school programs are designed primarily to provide college preparatory education, rural school systems, with the assistance of citizen and professional advisory groups, should take a bold look toward new approaches in education. Particular emphasis should be given to:

1. examining the desirability for administrative changes pertaining to curricula, grading systems, school hour schedules, etc.;
2. introducing or strengthening technical, vocational and training courses;

3. establishing special education programs for potential dropouts and delinquent-prone youngsters, such as work-and-earn programs, urban-rural student exchange programs, and direct exposure to occupations while in school;
4. taking into account the need for retooling for future new rural occupational roles which are imminent in our changing environment.

B. In the design of school curricula, special consideration should be given to the following:

1. flexibility to meet changing needs of minority and special education groups through enrichment, programs for slow learners, the physically and mentally handicapped and socially deprived youth;
2. diverse opportunities for development of talents in music, drama, arts, rhythms, physical education, nature appreciation, and health education;
3. a systematic procedure for continuing reappraisal and appropriate revision of curricula to meet changing needs.

C. The increasingly complex training and technical education required of all youth calls for greatly expanded vocational and technical education programs. These should include:

1. flexible structure to meet the needs of all levels of vocational and technical education programs;
2. expansion of vocational and technical training in high schools, vocational schools, technical institutions, and in junior and community colleges;
3. establishment by states of procedures so that communities can offer training commensurate with the specific needs of rural youth. These may include enabling legislation whereby school districts and counties may join together to support a central school. Through such plans, a broader range of services could be provided by consolidating programs in one institution which would be available to all students in the area, provide youth in rural communities with access to modern training facilities, enable schools to attract well qualified personnel, and discourage building small, ineffective training units;
4. coordinated planning by all appropriate agencies and organizations at local, state and national levels to meet labor market needs;

5. provision of a broad base for training and retraining to equip individuals with the basic education and skills necessary to be successfullly and continually employed;
6. provision by the Federal government of improved and reliable long-range projections of labor demands;
7. expansion and improvement of training programs for teachers in vocational education;
8. extension of job conditioning programs, innovative youth employment programs and work-study programs;
9. increased emphasis in rural schools on nonagricultural programs and vocational education programs related to agri-business occupations;
10. development of programs designed to meet special needs of migrant youth and those with social and economic handicaps;
11. experimentation with mobile vocational facilities;
12. development of evaluative criteria and procedures for vocational educators, school administrators, and advisory groups, and also development of minimum standards for facilities.

D. Post high school training opportunities for rural youth should be expanded. There should be educational institutions accessible to all youth which provide the following opportunities:
1. two-year terminal programs;
2. two-year programs for students who wish to transfer elsewhere to complete a four-year college program;
3. technical institutions serving local needs for vocational and subprofessional education;
4. adult education.

E. Special education programs should be provided for handicapped youth. The classification of handicapped individuals should include all who are in need of special services, with the classification system centered on the individual and a part of the total education program.

F. Consideration of financial needs of rural youth for training beyond high school should include establishment of deferred tuition payment plans with both public and private support.

G. Recognizing the importance of the teacher in the educational experience of youth, special consideration should be given to the staffing of rural schools, including:

1. proper emphasis should be given by college instructors, state educational department personnel, and others to the special opportunities for creative teaching in rural schools;
2. cadet or intern programs should be conducted in rural schools;
3. teacher preparation programs that develop methods of community survey to identify and utilize available community resources;
4. emphasis in teacher preparation on human development courses that involve an understanding and acceptance of people of minority groups, as well as instruction in ways to reach these groups;
5. use of specially qualified residents in the community, such as retired professional, business, industrial and technical peoples for specific teaching assignments.
6. establishment of effective and continuing inservice teachers training programs keyed to new knowledge and new techniques in education.

H. For effectiveness in school programs, consideration must be given to matters of organization and reorganization. Points of focus will include:

1. long-range planning for school district reorganization to provide the benefits of larger area administration and financing;
2. area or regional service agencies which can supplement local school district programs by providing a wider range of specialized educational services.

IV. *INITIATE AND EXPAND RELATED EDUCATIONAL PROGRAMS*

A. The educational programs of the schools can be complemented and reinforced by the efforts of community organizations and institutions. Recommendations in this area include:

1. expansion and strengthening of voluntary educational programs for young people including 4-H Club work, and other youth programs of the Cooperative Extension Service; voluntary youth organizations, such as the Scouts, YMCA, etc.;
2. encouragement of library use through expansion of library resources and better utilization of available facilities;

3. strengthening of church programs for youth with particular emphasis upon regional problems of youth and church-related programs to meet these specific needs;
4. adult education programs to increase parental effectiveness in educational and occupational counseling of youth;
5. promotion of adult education programs in personal, family and community living;
6. improved understanding of needs and problems of migrant youth by their parents as a result of adult education programs in which school personnel work more closely with the parents;
7. establishment of community school programs which utilize school facilities as service centers for families in rural areas.

V. IMPROVE PROGRAMS IN GUIDANCE AND COUNSELING

A. Guidance and counseling programs should involve parents and youth and be aimed at the total human development of youth. Youth should be given an understanding and appreciation of themselves and their capabilities as well as guidance for adult careers and occupational opportunities.

B. Guidance and counseling programs, including appropriate occupational information and career-related activities, should begin in the elementary schools, and become more specific and detailed in junior and senior high schools and on into community colleges, junior colleges, and technical institutes.

C. More adequate resources in guidance and counseling should be mobilized for rural communities through resourceful and creative use of available personnel and materials from agencies and institutions, such as the Cooperative Extension Service, and the employment services of the various states and the Federal government, particularly, of the U. S. Department of Labor; innovative administrative arrangements between school units and employment services; and through employment of counselors qualified according to recognized standards, such as those set up by the U. S. Office of Education.

D. Effective programs can be based on cooperative community efforts, preceded by careful planning and integration of local, state, and Federal resources. However, it is recommended that school systems assume key responsibility for providing pre-employment orientation of youth.

E. School administrators and employment service representatives should establish effective working relationships, including, where possible, summer employment of school counselors by employment services. Counseling loads should be reduced to one counselor per 250 students. Schools should use employment service representatives and qualified industry personnel directors to supplement school counseling staffs. School administrators and board members should have intensive short-courses on the need and functions of guidance services.

F. Area counseling services by state and Federal employment services should be extended to rural areas.

G. Special efforts should be made to develop programs which reach out-of-school rural youth. These should include services and programs to overcome functional deficiencies.

H. More effective systems for development and distribution of occupational information to youth and parents must be devised, involving schools, agencies such as the Cooperative Extension Service and the employment services of the various states and the Federal government and mass media. Information on costs of training and education and on financial assistance, scholarships, etc., should be made available to guidance and counseling personnel, parents, and youth.

VI. EXPAND OPPORTUNITIES FOR EMPLOYMENT

A. Since the economy of rural areas is inseparable from the national economy, the economic well-being of rural youth depends upon the national economic well-being. Therefore, a continuing focus upon national programs designed to maintain a high level of employment and investment should be emphasized. The benefits from a full-employment economy should accrue to rural youth in a manner commensurate with economic levels of other segments of the economy. This would also contribute greatly to solutions of problems of minority groups.

B. There is reason to believe that nonfarming employment opportunities can be expanded in rural areas through:

1. greater servicing, both public and private, of rural consumers by rural persons;
2. agribusiness development;
3. development of local manufacturing and commercial enterprises.

C. Cooperative programs involving both private and public institutions and agencies should be undertaken to establish experimental training and work opportunity programs for rural youth.

D. Training and counseling programs should be developed to create a rural community pool of skilled workers to encourage industrial development in these areas.

E. To increase employment in rural areas, more adequate information about agricultural and nonagricultural jobs should be made available to rural youth.

F. To improve employment opportunities and earnings of agricultural workers, minimum wage provisions and programs for maximum use of local labor should be instituted.

G. Labor and management responsibilities of farm employers should be recognized and emphasized in educational programs of agricultural colleges, Cooperative Extension Services, and general farm organizations.

VII. PROVIDE NECESSARY COMMUNITY SERVICES

A. The administration of special service programs related to health, mental health, family services, the handicapped, becomes more difficult as the population becomes thinner. Special methods of program operation must be developed to make the best use of resources. Attention should be focused on:

1. better methods of early identification of rural children in need of special help;
2. revision of the system of classifying handicapped individuals to include all who need special services;
3. more educational programs, including use of mass media, to get health information to rural families;
4. greater involvement of local health department personnel, the home economics staff of the Cooperative Extension Service, planning commissions, local government officials, and other groups concerned with community planning for health protection of citizens;
5. greater involvement of volunteer personnel in community social, health and education programs;
6. increased cooperation by local, county, and state health departments, private physicians, and local medical societies in providing health services for rural youth;

7. closer working relationships between people, such as teachers, who can identify children with problems of emotional or physical nature and those working in programs to which the youngsters could be referred for help;
8. strengthened school programs of physical fitness for youth through support by school officials, parents, and other responsible citizens;
9. promotion of recreation programs for rural youth and their families through cooperative efforts of schools, recreation departments, youth organizations, and other civic and volunteer groups.

B. A basic floor of essential services should be established for all children, including the migrant child. Residence restrictions for health, medical, hospital, welfare, and other services should be abolished at all levels. Where residence barriers have been established because of inadequate local resources, a practical plan should be developed to provide Federal or state aid to local communities to enable them to extend these essential services to the nonresident child.

C. Housing strongly affects family life. Housing for migrants, minority, and low-income families is generally characterized by overcrowding, lack of privacy and lack of sanitary facilities. A new practical approach to housing for such families is badly needed.

D. There is need for further development and expansion of education in competence for family living, for both sexes and all ages. Particular attention should be given to mental health problems of the young married couples.

E. Broad long-range adult education programs should be developed for migrant workers. The major operations of such programs should be at the migrants' home bases, but there also should be programs at the shorter term locations. Necessarily these programs must be flexible, but with advance planning, significant progress can be made. Particular attention should be given to programs in literacy, economic efficiency, social competence, and parental education for family welfare.

F. In meeting problems of juvenile delinquency, the total resources of the community should be employed. Considerations for action include the following:

1. professional organizations concerned with juvenile delinquency should designate members to attend joint consultation meetings. This would increase awareness of the positive contributions that each discipline can make in the treatment and rehabilitation of problem youth;
2. in regard to the juvenile court, efforts should be made on the local level toward total community involvement which includes awareness by the community of the philosophy, function, and program of the juvenile court and willingness to support the court financially and otherwise.
3. On the state level, an official state body should be established to develop minimum qualifications for judges and court services, offer professional consultation services to local courts and promote legislation to establish a system of family courts;
4. research into all aspects of delinquency and technical advice and consultation to local and state courts should be provided at the national level;
5. support by the courts and other interested groups of the creation of child protective service programs in every community to provide social service to strengthen and stabilize family life and prevent neglect and delinquency;
6. appointment of an advisory committee to each juvenile court jurisdiction. There should be liaison between agencies dealing with delinquents and case studies should be made of the families concerned;
7. after adjudication of first offenders as delinquents, there should be in operation a program of rehabilitation to help those children.

G. Communities should recognize the cluster of social and economic factors that must be addressed simultaneously if change in any single pattern of behavier is to result. Public and voluntary sources of support should encourage the development of a variety of demonstration and experimental programs involving rural areas of all types and showing the various ways in which problems can be approached.

H. Appropriate agencies should be encouraged to utilize to a greater degree existing resources of a quasi-professional nature or of professions not directly involved, such as ministers for counseling, physicians for diagnosis and therapy, and extension personnel for special work with families of delinquents.

VIII. FOSTER MORAL AND SPIRITUAL VALUES

A. In many rural areas there is a lack of emphasis on moral and spiritual values. Therefore, continued emphasis should be on personal values and philosophy of life as a guide for rural young people in planning their future.

B. The church is interested in the totality of the person, hence the church is obliged to participate in any and all truly adequate programs to help youth achieve a purposeful life. Collaboration among church leaders, educators, social scientists, medical scientists, political leaders, industrialists, labor leaders, and other community leaders to initiate action will help make possible a complete program for rural youth.

C. There is increasing evidence in rural areas of declining populations that the lack of communication and cooperation between the denominational groups weakens the effective mission of the church, and its voice as it speaks to social, educational and economic problems. The financial, manpower, and technical needs in these areas of concern are often greater than a single denomination can provide. New patterns of cooperation by rural churches within and among denominations should be developed.

IX. ASSIST IN ADJUSTMENT TO URBAN LIVING

A. Occupational information and information on how to adjust to city living must be provided to rural youth faced with migration from the rural community. Responsibility should be assigned to coordinating groups involving the U. S. Department of Labor, the Federal Extension Service of the U. S. Department of Agriculture, and the U. S. Department of Health, Education, and Welfare for this task.

B. Coordination of such efforts should be on county and state levels involving primarily the Labor Department's Employment Service, the Cooperative Extension Services, and county officials. Rural communities should form intergroup committees composed of school administrators, business and labor representatives, government officials, and leaders from appropriate organizations and agencies to serve as a community youth commission on employment and guidance.

C. Appropriate agencies and organizations in urban centers should establish programs and provide services specifically designed to assist rural youth in their adjustment to urban living. Urban churches, for example, can help rural inmigrants through cooperation with rural churches.

X. *CONDUCT APPROPRIATE RESEARCH*

Throughout the workgroup reports there were many explicit and implied references to necessary research efforts. Examples of research interests include a study to determine problems of rural youth moving to urban areas and research to discover the social, environmental, psychological characteristics differentiating dropouts from nondropouts in rural communities.

And lastly, from our experiences here, and in our united efforts to make live this program we have created, may we indeed be *in Step Together,* helping rural youth solve their problems in a changing environment.

* * * * *

THE WORKGROUP RECOMMENDATIONS

Introduction

In Dr. Mawby's resume of the workgroup reports, "In Step Together," he states that the report is an attempt to ". . . interrelate the recommendations of the total conference." Dr. Mawby's well-organized and concise report provides a dynamic blueprint for action which has been widely used. It also made it possible for the participants to carry a consensus from the conference back to their home communities. A number of the participants asked that the final conference report should contain also the recommendations as they were developed in the workgroups.

The recommendations of the 20 workgroups represent the thinking of some of the best informed, most experienced and knowledgable individuals in the United States in the fields of concern for rural youth. An effort was made to secure a multidisciplinary approach to the topics under consideration by developing as varied groups as practicable to achieve a well-balanced discussion. For example, Workgroup III, "Strengthening Counseling and Other Services to Improve Employability," included an area employment assistance officer from the Federal Bureau of Indian Affairs; a 4-H Club leader; an assistant director of Associated Catholic Charities; an officer of the National Education Association, Department of Classroom Teachers; a social worker; a work-training specialist from a Federal agency; a youth program supervisor from a state employment service; a rehabilitation specialist from a correctional school; a rural sociologist; a supervisor of counseling from a state employment service; a director of career development from a university; a state PTA chairman of high school service; a supervisor of counseling, testing, and youth services of a state employment service; two high school counselors; a personnel director from a large industry; and an employer in agribusiness. The leaders of the group included the specialist on counseling techniques of the U. S. Office of Education; the assistant superintendent of Lewis County schools, Lyons Falls, New York; the executive secretary of the Vermont Committee on Children and Youth; and a professor of education from the University of Tulsa. In addition to the variety of backgrounds, the members of the group represented 15 different states and every section of the country.

In spite of the fact that each workgroup considered a specific phase of the problems of rural youth in a changing environment, it was inevitable that there should be some duplication or overlapping in the recommendations coming out of the various groups. There may be some recommendations that seem to conflict. No effort has been made to eliminate either the duplications or conflicts. The only editing has been in the effort to clarify or, in a few instances, to condense the material. A few recommendations referred to support of specific legislation pending before Congress at the time of the Conference, using the number of the bill for identification. These recommendations were omitted since any legislation not enacted would lapse unless introduced again in the present Congress.

The recommendations represent many hours of discussion and work by the concerned and dedicated people who made up the Conference. It is hoped that they will be effective guideposts for those who are touched by the challenge presented to us in the problems of rural youth in a changing environment.

Workgroup 1—OVERALL VIEW OF ADJUSTMENT TO URBAN LIVING AND EMPLOYMENT

Nature of Problem or Concern:

Rural youth, migrating to nonfarm areas and occupations, are generally inadequately prepared for existing and developing conditions and for the social and psychological adjustments required in urban life.

Social and economic institutions and programs in nonfarm areas do not focus adequately upon the needs of off-farm migrants.

Recommendations:

Vocational guidance and counseling should be available through state employment services for youth having rural backgrounds.

Education for living and participating in urban society should be available through youth-serving organizations, the churches, and the schools, both in rural and urban areas.

More students in rural schools taking terminal training courses should be oriented for emerging nonfarm occupations.

Better general education is needed in rural areas to give youth greater flexibility in adjusting to future occupational changes.

More adequate employment information services should be developed to aid families and individuals in relocating.

Public and private agencies in urban communities should be encouraged to develop systematic programs for orientation of and service to rural youth and their families.

Research is needed which draws on modern behavioral theory to discover the social, environmental, and psychological characteristics differentiating dropouts from nondropouts.

The Federal Departments of Health, Education, and Welfare and Labor should work cooperatively with the United States Department of Agriculture, especially the Cooperative Extension Service, in the dissemination of information regarding nonfarm occupations for rural youth.

Techniques should be devised to cope with problems of certain rural groups, such as: low-income youth from the rural South, families of migratory farm workers, and minority groups.

Workgroup 2—REALISTIC APPRAISAL OF EMPLOYMENT AND NECESSARY PREPARATION TO FULFILL JOB OPPORTUNITIES

Nature of Problem or Concern:

Existing vocational education programs do not meet the needs of rural youth at the secondary school level.

Recommendations:

Participation in vocational education programs should be on a voluntary basis.

Vocational education programs should place more emphasis on nonagricultural programs related to new concepts of agribusiness occupations.

Vocational education techniques and facilities should be used to furnish youth with work exploratory experience which would combine with vocational guidance to assist in vocational choice.

Nature of Problem or Concern:

Labor market information and personal adjustment services should be made available to meet the needs of rural youth who are migrating to urban areas.

Recommendations:

Responsibility should be assigned to a coordinating group involving the U. S. Departments of Labor, Agriculture (Extension Service), and Health, Education, and Welfare for the development of labor market services tailored to the needs of migrating youth.

Coordination of such efforts should be extended to the state and county levels involving primarily employment and extension services and county government officials, such as county judges.

It is urged that rural community intergroup committees be formed, consisting of the school administration, the village or town government, and leaders of 4-H, Future Farmers of America, Chamber of Commerce, Grange, Farm Bureau, Farmers' Union, and Parent-Teacher Association to serve as community youth commissions on employment and guidance. Coordination and action at the county level should involve the county extension councils and rural area development committees.

Consideration should be given to better use of existing facilities and to expanding employment services and counseling in rural areas.

Nature of Problem or Concern:

The need of rural youth who have migrated to urban areas for services to which they can turn for help.

Recommendation:

Action should be taken to alert urban areas to the needs of rural youth migrating into urban areas and urge these urban communities to set up organizations to meet these needs.

Nature of Problem or Concern:

Handling of dropouts who have social and academic limitations and who also may have had problems with the law.

Recommendation:

The Department of Defense should be asked to survey the military facilities of the Nation with a view to establishing a special program to provide evaluation, discipline, and special training geared to take these youth along the road of personal development as fast as they can go. Youth should be referred to this special program through the juvenile courts of the local communities on a voluntary basis.

Nature of Problem or Concern:

Need for improvement of vocational counseling services for rural youth.

Recommendations:

The State Employment Service should expand its area counseling service to more rural areas so that out-of-school youth in these areas can be given the opportunity of an ongoing vocational counseling service.

A working agreement should be developed between the schools and public employment services that school counselors be employd during the summer months as counselors in public employment offices. This would provide the employment service with needed additional counseling staff as well as providing school counselors practical training in better understanding the youth and adult worker who are in the labor market.

Nature of Problem or Concern:

Provision of jobs through public employment.

Recommendation:

A program of public employment should be developed providing short-time training financed by the Federal, State, or local government as a means of providing employment for rural youth.

Nature of Problem or Concern:

Low income of marginal farmers.

Recommendation:

Technical training and services by the Extension Service or appropriate agencies should be increased for marginal farmers so they may be more self sufficient.

Nature of Problem or Concern:

Lack of jobs in both rural and urban areas.

Recommendation:

Private business and industry should be encouraged to expand or set up new business especially in rural areas.

Workgroup 3—STRENGTHENING COUNSELING AND OTHER SERVICES TO IMPROVE EMPLOYABILITY

Nature of Problem or Concern:

Many youth enter the world of work without the necessary knowledge of how to seek work, the resources available, and the responsibilities of the employee to his job.

Recommendation:

We recommend that school systems be given the key responsibility for providing preemployment orientation to students, including guidance in the techniques of job-seeking; i.e., where to look for jobs, how to prepare an application, grooming, behavior during the job interview as well as on the job, employer-employee relations, and other related aspects. This recommendation may be implemented by school personnel or by community groups working with a school coordinator.

Nature of Problem or Concern:

Only 10 percent of farm-reared youth can be expected to make a living from farming, therefore rural youth should be exposed to other job opportunities which may utilize farm experience or may necessitate new or further training and education. Rural youth should also be made aware of the possible necessity of making several job changes throughout their working life due to technological progress and of the possibility of having to change their residences to other locations to make a living.

Recommendation:

In order to keep youth adjusted to the changing environment of diminishing opportunities for farming as a livelihood and to motivate rural youth to continue their education in preparation for a more realistic work goal, we recommend that occupational information materials be incorporated in the elementary school curriculum to expose rural youth to the true dimension of the world of work; further that these materials be keyed to the age of the children. This early exposure to the world of work is part of the continuing process of guidance services at elementary and secondary levels which ultimately helps youth choose an area of work.

Nature of Problem or Concern:

It is assumed that the schools and communities most needing guidance services are least aggressive in identifying the need and obtaining the help and resources to meet the problems; further that these schools often emphasize an academic viewpoint; further that special geographic and regional problems tend to isolate the local communities, schools, and administrators.

Recommendations:

Rural communities, particularly educators, school board members, community groups and leaders should be made aware of the need for broadly conceived guidance service. In order to accomplish this the following approaches are suggested:

- This should be a cooperative community effort as no single agency, institution, service, or individual can accomplish this task.
- Planning and first steps are extremely important.
- Financial aid for educating the community may be necessary. Sources could be local organizations, local industry, foundations, and Federal or state funds.
- County conferences or utilization of local organization meetings could help to highlight problems and solutions.
- There should be utilization and dissemination of materials and information, such as descriptions of what guidance is; data on world of work; mobility of labor; future labor or occupational predictions. These can be secured through state employment offices, state departments of education and guidance services, and state departments of social welfare. A film might be produced to illustrate methods and procedures to accomplish the overall educative process.
- Responsibility for initiating action and leadership exists in many active state committees for children and youth and many local branches of national and state rural groups, such as Extension Services, electric and marketing cooperatives, Federal Housing Administration, Rural Area Development Agency.

Nature of Problem or Concern:

Most small schools and some larger ones have not formulated a statement of purpose.

Recommendation:

School personnel and the public should be helped to recognize that guidance and counseling for adult careers cannot be considered apart from the concept that much, if not all, formal education is vocational in purpose.

Nature of Problem or Concern:

Some administrators are reluctant to utilize and initiate full use of guidance personnel and services.

Recommendations:

Pilot programs, short and intensive, should be initiated for rural administrators and school board members to understand the need, function, and effectiveness of guidance services in meeting the demands of the changing aspects in industry.

Regional conferences bringing together school administrators, representatives of industry, etc., would be helpful.

Research is needed on how rural communities can best obtain these services within the administrative setup of their school districts.

Nature of Problem or Concern:

Immediate research is needed on quality and effectiveness of counseling for rural youth.

Recommendation:

An evaluation research should be made of the relationship of quality of counseling given rural youth with respect to newer concepts of vocational counseling.

Nature of Problem or Concern:

The need for access to criteria for adequate guidance and qualified personnel.

Recommendation:

Bulletins describing state certification requirements for school counselors compiled by the U. S. Office of Education; similar bulletins issued by the Employment Service; Office of Vocational Rehabilitation; and National Council of Social Work, etc., should be more widely disseminated and used.

Nature of Problem or Concern:

Like the urban situation there are out-of-school, unemployed youth in rural areas. How can these youth be helped?

Recommendation:

Guidance services for out-of-school youth in rural communities should be directed toward services and programs which can overcome functional deficiencies.

Workgroup 4—ECONOMIC BASES AND POTENTIALS OF RURAL COMMUNITIES

Preamble: We recognize that the economy of rural areas is inseparable from the national economy and that the economic well-being of rural areas depends upon the national economic well-being. We emphasize, therefore, a continuing focus upon national programs designed to maintain high levels of employment and investment.

The benefits derived from a full-employment economy should accrue to rural youth in a manner commensurate with income levels of other segments of the economy.

There is need for change in the economic base of human and physical resources as evidenced by: declining rural farm population and decline in many counties of total rural population; disparity of rural income; sizeable and persistent underemployment; and diminishing opportunities to enter farm or ranch occupations.

Nature of Problem or Concern:

New opportunities can and must be developed. In the light of increasing mechanization and need for scientific "know-how," a limited number of youth will have opportunity to enter farm and ranch occupations. With larger farms and mechanization fewer persons are needed on the farm. Increasing capital requirements make entrance into farming at the operator level more difficult. Increasing scientific and technological information required for modern farming necessitate a higher degree of education and skills.

Recommendation:

There is reason to believe that nonfarming employment opportunities can be expanded in rural areas through: greater servicing, both public and private, of rural consumers by rural persons; agribusiness; greater development of local manufacturing and commercial enterprises. The experience of the past decade suggests that all of these local employment opportunities will not be sufficient to fully employ all rural youth. It is the belief of this group that such persons must be educated to a level commensurate with the employment requirements of our modern economy. Such education will allow each individual person to have the freedom and flexibility of intelligent choice of employment location to which he is entitled.

Nature of Problem or Concern:

Educational programs must be geared to equip rural youth to take advantage of all opportunities and to enable them to compete for jobs according to their capabilities regardless of location.

Recommendation:

Although progress has been made, existing agencies and organizations, governmental and nongovernmental, formal and informal, concerned with educational, training, and retraining programs need to accelerate changes in their programs to meet the rapidly changing conditions in rural areas and in the total economy. There must be full, efficient utilization of all available educational resources. New educational programs should be considered as a part of community and governmental planning and should be implemented where needed. We recommend a thoroughgoing reexamination of state and local revenue and expenditure structures emphasizing equalization programs designed to raise disadvantaged areas to adequate levels of educational opportunity.

Nature of Problem or Concern:

There must be leadership to develop human and physical resources and to assist in developing educational and training programs. Exercise of of this leadership is essential if the traditional American value of helping people to help themselves is to be fulfilled.

Recommendations:

A most significant aspect of rural youth development and community improvement is the recruitment of intelligence within the community. Such a step is necessary in order to think through the problem, consider the alternatives, and initiate courses of action which will shed light on and move toward solutions to problems.

The programs may be coordinated through a rural development program. Special attention must be given in those areas in which leadership has been depleted by migration or stifled by poverty or other social conditions.

It is recommended that leaders approach these problems from a positive standpoint without invidious comparisons.

Workgroup 5—NEW DIMENSIONS OF VOCATIONAL EDUCATION FOR RURAL YOUTH

Nature of Problem or Concern:

Reducing rural youth school dropouts.

Recommendation:

Programs should be offered which develop saleable skills and provide work-experience opportunities for potential dropouts.

Nature of Problem or Concern:

Inadequate occupational information, including that for the military service, is made available to potential dropouts and out-of-school youth.

Recommendation:

It is recommended that area occupational guidance laboratories should be established. Effective development and distribution procedures should be developed among agencies and organizations for the provision of occupational information.

Nature of Problem or Concern:

Unrealistic counseling of rural youth.

Recommendations:

Inservice industrial programs for counselors of rural youth should be established geared to the realities of human and occupational problems.

Systematic guidance and counseling programs need to be developed.

Nature of Problem or Concern:

Insufficient number of counselors and inadequate preparation.

Recommendations:

The requirement of occupational experience and knowledge for certifications of guidance personnel should be encouraged.

Inservice effort, particularly in areas of orientation to vocational programs and occupational needs, should be increased.

Counselor student loads should be reduced to 1 counselor to 250 students.

Utilize employment service counselors and qualified military personnel to supplement school counseling staff.

Nature of Problem or Concern:

Insufficient coordination exists between state employment services and schools.

Recommendation:

Orientation programs for school administration and employment service employees should be conducted to promote effective working relationships.

Nature of Problem or Concern:

Lack of parental guidance in regard to youth employment aspirations.

Recommendations:

Adult programs should be conducted to acquaint parents with youth employment aspirations.

It is recommended to parent-teachers associations that programs and activities be conducted which are directed to educational-vocational aspirations of youth.

Community organizations should be involved in reaching parents relative to this problem.

Communications media and task forces should be utilized to reach parents not otherwise reached.

Nature of Problem or Concern:

Lack of adequate facilities including equipment.

Recommendations:

Minimum standards should be established for facilities used for vocational education.

Mobile vocational facilities should be provided where feasible.

Local, state and Federal financial support should be increased for facilities for vocational education.

Nature of Problem or Concern:

Insufficient effective utilization of facilities.

Recommendation:

Evaluative criteria and procedures should be developed for use by vocational educators, school administrators, and lay advisory groups for purpose of achieving effective use of facilities.

Nature of Problem or Concern:

Insufficient numbers of competent teachers.

Recommendations:

Retired military personnel who are competent to teach should be utilized.

It is recommended that this Conference establish a followup task force with the responsibility for assembling and developing effective teacher recruitment techniques and procedures for vocational education, recognizing that there are particular problems for recruiting teachers for special minority groups.

Part-time teachers should be utilized.

Teacher-student ratios should be reduced so that vocational teachers can be truly vocation.

Teacher assistance should be provided for subprofessional activities.

Teaching aids, team teaching, and programmed instruction should be provided and utilized.

Nature of Problem or Concern:

Keeping teacher education programs geared to occupation and program needs.

Recommendations:

Liaison should be developed between teacher education institutions and occupational and vocational fields.

Advisory committees for teacher education programs should be utilized.

Teacher education institutions should recognize need for social and psychological preparation of its teachers in addition to technical preparation.

Nature of Problem or Concern:

Lack of policy and financial support encouraging or permitting preparation or upgrading of teachers.

Recommendation:

The increase of financial support for the upgrading of vocational teachers should be encouraged.

Nature of Problem or Concern:

Adjusting school curricular offerings to technological changes and occupational opportunities.

Recommendations:

In view of the findings of the President's Panel of Consultants on Vocational Education that public vocational education is inadequate and not available to enough of our young people, it is recommended that vocational education programs should be upgraded in scope and depth and educational programs should be adjusted to changing occupational and employment opportunities.

The school curricula for rural youth should be comprehensive and provide for continuing vocational education beyond high school.

Vocational curricula for rural youth should be kept in pace with occupational change and technical opportunity.

Greater use should be made of the experimental and demonstration programs available under Title II of the Manpower Development and Training Act to explore and pioneer in areas of education, training, and occupations which can be of use to educators and administrators of rural educational programs.

Nature of Problem or Concern:

Lack of interrelated programs geared to occupational requirements.

Recommendations:

State Departments of Vocational Education should implement the development of interrelated programs geared to occupational requirements.

Services of vocational education teachers should be shared between small schools.

Nature of Problem or Concern:

School size restricts adequate program offerings.

Recommendation:

The development of administrative school units of sufficient size to encompass resources able to support vocational education programs to meet the needs of youth and adults should be promoted.

Nature of Problem or Concern:

Insufficient number of area vocational schools.

Recommendation:

Each state should develop a system of area vocational schools to service occupational needs.

Nature of Problem or Concern:

Vocational programs are not available for youth with special needs such as children of migrant workers, those with social and/or economic handicaps, and dropouts.

Recommendation:

Experimental programs designed to meet the needs of special groups of rural youth such as migrant workers and those with social and economic handicaps should be established.

Nature of Problem or Concern:

Inadequate remedial programs to remove barriers to entering training or employment.

Recommendation:

Remedial programs should be provided for those lacking competencies in basic education.

Nature of Problem or Concern:

Insufficient programs of leadership development.

Recommendations:

Programs for leadership development of rural youth should be strengthened.

Coordinated programs for leadership development of rural youth should be developed.

Nature of Problem or Concern:

Inadequate communication and cooperation among school, community, industry, and parents.

Recommendations:

Every school and/or program should establish and maintain a consulting committee.

Coordinators should be employed by vocational programs to assure communication and cooperation.

Nature of Problem or Concern:

Insufficient orientation programs to acquaint parents and other adults with the needs and opportunities of vocational education.

Recommendation:

More and better grassroots programs should be developed which make communities more aware of the contribution of vocational education—such as back-to-school nights, etc.

Nature of Problem or Concern:

Conflicts of subculture groups within total cultural complex.

Recommendation:

Experimental community development programs should be established to reduce conflict between subcultures and the total cultural complex.

Nature of Problem or Concern:

Inadequate curriculum guides, teaching materials, and resources.

Recommendation:

There should be cooperative development and dissemination of courses of study, units of instruction, and other teaching aids and materials of instruction at state, regional and national levels.

Nature of Problem or Concern:

Inadequate use of available community resources.

Recommendation:

Inclusion in the teacher preparation program of instruction in techniques of community survey and analysis to insure the identification and utilization of all available community resources in the instructional programs should be emphasized. Local advisory committees to identify and aid in provision of resources should be used.

Nature of Problem or Concern:

Lack of recognition of dignity of work.

Recommendation:

A program of education involving the communication of the values of all occupations and their contributions to the general welfare of the community should be initiated.

Nature of Problem or Concern:

Overemphasis of college preparatory programs.

Recommendation:

Intensive testing and counseling to guide youth in the proper assessment of their capabilities and aptitudes should be made available.

Nature of Problem or Concern:

Lack of social and psychological preparation for remaining in rural environment or for the transition from rural to urban environment.

Recommendation:

General education offerings need to develop an awareness of life in all its aspects in rural and urban settings.

Nature of Problem or Concern:

Developing strong rural communities, including the self-image of rural membership.

Recommendations:

Programs should be developed to strengthen rural communities by encouraging rural organizations to emphasize positive aspects of rural life, promoting rural youth organizations, and developing cooperative rural-urban activities.

Nature of Problem or Concern:

Insufficient data regarding job opportunities.

Recommendations:

Each state department of vocational education should initiate cooperative studies with labor, industry, and commerce to determine job opportunities in agriculture-related occupations.

Each state department of vocational education should initiate research to determine opportunities in farming and ranching.

Data regarding other nonagricultural occupations which rural youth will enter should be secured and made available.

Nature of Problem or Concern:

Lack of experimental programs and dissemination of knowledge of such programs.

Recommendation:

Funds should be provided nationally and by each state for experimental research in vocational education and publication and dissemination of the results.

Nature of Problem or Concern:

Lack of placement and followup data on graduates.

Recommendations:

State departments of vocational education should be responsible for conducting continuing research concerning placement and followup data of former students of vocational education.

Support should be secured for research from foundations and other sources.

Nature of Problem or Concern:

Insufficient data in job entry requirements.

Recommendation:

State departments of vocational education should take the lead in securing and making available more data on job entry requirements.

Nature of Problem or Concern:

Lack of data tracing rural to urban transition pattern.

Recommendation:

This Conference should initiate a study to determine problems encountered by rural youth moving from rural to urban areas.

Nature of Problem or Concern:

Expanding occupational opportunities in rural communities.

Recommendations:

Establishment of agribusinesses in the community and decentralization of the processing activities and spreading them to the source areas should be encouraged.

Dissemination of available area job opportunities to the rural community should be promoted.

Vocational training programs that will draw business and industry to rural areas should be developed.

Nature of Problem or Concern:

Unrealistic hiring specifications.

Recommendations:

Local employment security offices should make definite efforts to secure realistic job descriptions and specifications from employers.

Employment agencies should take steps to prevent exploitation of rural youth in hiring policies as well as on the job.

Nature of Problem or Concern:

Insufficient student financing.

Recommendations:

Private business and foundations should be encouraged to establish deferred tuition-payment plans.

The establishment of public, deferred tuition-payment plans should be made available at local, state, and national levels.

Nature of Problem or Concern:

Lack of knowledge of available financial assistance to students.

Recommendation:

Information on available financial assistance, scholarships, etc., should be provided to guidance and counseling personnel, parents, and other school and community personnel.

Workgroup 6—IMPROVING ELEMENTARY AND SECONDARY EDUCATION FOR RURAL CHILDREN AND YOUTH

Nature of Problem or Concern:

Beginning teachers tend to be attracted to school systems similar in type and size to the school system in which they did their practice teaching. Economic factors presently preclude wide usage of rural school systems in the practice teaching program of teacher training institutions.

Recommendation:

Teacher training institutions should seek governmental and/or foundation financial support necessary to extend practice teaching programs to rural school systems. These programs should be in the nature of "intern" or "study-teach" programs conducted over at least a semester period in local school systems.

Nature of Problem or Concern:

In the light of the expansion of knowledge, techniques, and skills, and applications of these in all areas of learning, a process of education pointed toward present and immediate future needs of children and youth suffers from serious inadequacies when we anticipate the conditions of progress and change facing children and youth during their total future life.

Recommendation:

Education for rural children and youth should emphasize the processes of receiving available knowledge, selection of needed knowledge, creative application of selected knowledge, and the evaluation of applications of knowledge to the end that individual self-education and self-development is enhanced.

Nature of Problem or Concern:

Children are in need of a common denominator to develop a social solidarity. The need to belong, to be recognized, to be adequate, to be like others is often unsatisfied, because of the lack of suitable opportunities, by the allurement of unwholesome diversions. The increase in alcoholism, tensions, dropouts, teenage marriages, etc., attest to this increasing trend. Rural youth as well as urban youth need opportunities to develop physical, mental, and emotional skills that may be utilized during leisure time. Satisfaction of such needs in acceptable activities will make a contribution to effective living.

Recommendation:

It is recommended that diversified opportunities for the development of skills in the areas of music, drama, arts, rhythms, and physical sports be provided for at the level of each child's ability; and that opportunities be provided by the community and school for the enjoyment of these skills before, between, after school hours, on weekends, and vacations.

Nature of Problem or Concern:

Individualized instruction and independent study are as valid for rural pupils as for pupils in other areas, and require rich and varied resources of instructional materials. In many thousands of rural schools, teachers and pupils are deprived of school library materials and services. Library materials are provided only by public library bookmobile or other types of service unrelated to school programs.

Recommendation:

Experimental programs for improving the quality of rural elementary and secondary education should include the provision of printed, audiovisual, and other materials selected cooperatively by teachers and librarians in terms of curriculum and pupil needs. Preservice and inservice education of rural teachers should include instructional materials and new techniques for their use in instructive and independent study. If schools are too small to house school libraries, materials should be provided by boards of education from district material centers or intermediate unit centers. Materials need to be available in classrooms, laboratories, study centers, the home—wherever teaching and learning takes place.

Nature of Problem or Concern:

Rural areas have a unique opportunity to utilize the natural environment as a means of making education meaningful for children and youth and developing depth, quality, and feeling within individual learning experiences. Natural science, recreation, civics, and many other essential activities and study areas are real outside the school and need not be exclusively textbook limited.

Recommendation:

Schools in rural areas should establish programs at both elementary and secondary levels designed to develop an understanding, appreciation, and range of useful skills with respect to nature and the out of doors.

Nature of Problem or Concern:

Rural youth, as indicated by several surveys, have lower economic and educational goals than other youth with similar potentials.

Recommendation:

More adequate paid counseling services should be provided for rural children and youth at all grade levels, with particular emphasis on helping them understand and appreciate their capabilities and the educational and occupational implications for themselves.

Nature of Problem or Concern:

Due to pressures resulting from expansion of knowledge in specialized fields and increased external pressures from the agriculture, business, and industry complex for more efficiency and economy in elementary and secondary schools, the necessity for providing an opportunity and a time for perpetual professional growth has been heightened.

Recommendation:

Local school authorities should assume the responsibility for extending and expanding opportunities for teachers to receive continuing training in new methods, new techniques, and new knowledge of other aspects of professional development within school systems in rural areas.

Nature of Problem or Concern:

Need for diverse educational programs to meet the variety of needs of rural youth to live in a complex society.

Recommendation:

Descriptions of procedures and learning materials geared to individualization in small schools should be disseminated. New materials and techniques especially tuned to small groups in small schools in rural areas should be demonstrated. Increased visibility should be given to the small school "projects." The small school should be regarded as a laboratory and innovation stimulated.

Nature of Problem or Concern:

The schools which serve rural areas are seriously lacking in specialized services such as guidance, psychological services, instructional materials, speech therapy, programs for orthopedically handicapped, hard of hearing, and partially sighted children, curriculum specialists, etc. Existing school district structure is not able to provide such services except at exorbitant cost.

Recommendation:

Ways and means should be developed within the framework of our state school systems for area or regional service agencies which can supplement local school district programs by providing a wide range of specialized educational services.

Nature of Problem or Concern:

The nature of the problem of the education of children and youth living in rural and small communities makes it necessary to place it in its proper perspective. The magnitude and scope of the problem is so vast and so varied that, in this day of high specialization, the specialist is able to view only his own field. The rural worker, the rural teacher, must be a specialist, but one of a different kind. His knowledge, background, and understanding must be of breadth without neglecting depth. This is so because, in the rural community, services of specialists are not readily available; they may even be nonexistent. If or when available, all too often the teacher is lacking in skill or knowledge that will permit the use of the resources.

Recommendation:

It is recommended that inasmuch as the teacher is the principal ingredient in any classroom situation, those institutions engaged in teacher education should give more adequate and specific attention to the problem of educating individuals for work in rural and small communities.

Nature of Problem or Concern:

How should resources be marshalled to extend educational services and programs beyond the capabilities of individual school districts? Even some county unit systems are too small to support vocational education, special education, central guidance and psychological services, adequate supervisory and administrative services. Many existing intermediate units are too small to provide adequate programs.

Recommendation:

Existing intermediate units should be improved and new ones created to extend and supplement local programs.

Nature of Problem or Concern:

Under what administrative framework should area vocational schools be established in rural areas?

Recommendation:

The administrative framework which encompasses general education should be responsible for the establishment and operation of area vocational schools. Area schools must evolve as a part of a well-coordinated state plan which identifies respective areas and locates area schools. Even though local districts should not generally operate area schools, there must be close cooperation between local schools and the area schools. The local districts should influence program and policy, particularly if local funds help to support the area schools.

Nature of Problem or Concern:

Rural schools need versatile, broadly trained, yet adequately specialized, teachers, as do all schools in our Nation.

Recommendations:

In order that beginning teachers may give proper consideration to the advantages and special opportunities in rural schools, and that teachers be encouraged to continue serving in these schools, it is recommended that:

- proper emphasis be given by college instructors, state department personnel, and others contacting these potential teachers to the special opportunities for creative teaching in the rural schools;
- cadet or intern experiences be arranged in schools in the rural area to bring the student teacher into firsthand contact with those special opportunities and attractions;
- special attention be given to staff orientation and staff development at the local district level through assistance to and stimulation of the local leadership, and including the development of an understanding of the unique problems and opportunities. Assistance should include the encouragement of innovations of program, procedures, and experiences under proper design and evaluative procedures.

Workgroup 7—*UTILIZING AND DEVELOPING YOUTH TRAINING OPPORTUNITIES AND PROGRAMS, INCLUDING EXISTING AND PENDING EDUCATION AND EMPLOYMENT PROGRAMS, WORK EXPERIENCE, ON-THE-JOB AND APPRENTICE TRAINING*

Nature of Problem or Concern:

This workgroup was asked to consider how best to utilize existing youth training programs, and to develop ideas for new training programs, designed to equip boys and girls for a successful transition from school to work. A basic premise is that training and retraining is and will continue to be an integral part of the educational program for rural youth.

The programs considered include vocational education, guidance, work experience and school-work programs, as well as apprenticeship and on-the-job training. Because of time limitations, as well as the breadth of the assignment, the recommendations are more detailed in the field of vocational and technical education than in other areas.

Basic Concepts: In a society of rapid economic change, the task of preparing the youth of our Nation for the world of work challenges the imagination and resourcefulness of us all. Underlying all efforts to help rural youth is the need for the expansion of the economy. Further, equality of educational opportunity must be assured without regard to race, creed, national origin, sex, geographical location, or socioeconomic condition, if we are to provide each child with the opportunity to develop his full potentialities.

While the problem facing rural and urban youth are essentially the same, the boys and girls who live on the farm or in a rural community face fundamental changes in their patterns of living. This workshop was principally concerned with the educational preparation of these youth for jobs in an increasingly complex technological society.

Recommendations:

The increasingly complex degree of training and technical education required of all youth calls for a greatly expanded vocational and technical education program. This should include:

- a flexible educational structure to meet the needs of all levels of vocational and technical education programs;
- expansion of vocational and technical training in the high schools, area vocational schools, technical institutes, and junior and community colleges;
- encouraging states to set up procedures so that communities might offer training commensurate with the special needs of rural youth. This would include enabling legislation whereby several counties and school districts might join together to support a central school. Through such a plan, a broader range of services would be provided by consolidating activities in one institution available to all students in the area, providing youth in rural communities with access to modern training facilities, enabling schools to attract a well-qualified staff, and discouraging the building of small inefficient training units;

- state and local vocational training programs consistent with local and state labor market needs as well as national employment opportunities;
- vocational and technical education programs which give a broad base for training and retraining and provide an individual with the basic education and skills needed to be successfully and continually employed;
- expanded and improved teacher training in order to prepare highly qualified teachers to meet the demands of our changing society.

Funds should be made available to expand and improve guidance and counseling services. Special emphasis should be given to the needs and aspirations of disadvantaged youth. Guidance services should be expanded and extended to include not only high school, but also the elementary grades, kindergarten, and even preschool children. Counseling should be provided for parents of disadvantaged youth as well as for the youth. Provision should be made for vocational counseling for both the inschool and out-of-school youth.

Guidance and counseling institutes should be continued and improved, and encouragement should be given teacher training institutions to train highly qualified vocational counselors.

Local, state, and regional guidance and counseling workshops should be developed and implemented for teachers, school administrators, representatives of business and industry, parents, and inschool and out-of-school youth.

Funds should be made available for the development and collection of counseling materials.

The states should develop the new approaches embodied in the public welfare amendments of 1962, designed to prevent and alleviate dependency and to develop capabilities for self-support in adults and youth of families receiving AFDC, by:

- extending the program to families with an unemployed parent;
- initiating community work and training programs with coordinated maximum use of education, constructive work experience, training, counseling and guidance, and special job placement services for such adults and youth;

- expanding pilot, experimental, and demonstration projects for the purpose of improving the employability of such individuals.

Federal, state, and local government units should develop new programs and extend programs already in operation that provide innovative approaches in training and placement programs for disadvantaged out-of-school youth. Specifically we support:

- extension of job conditioning programs and other innovative youth employment programs;
- a youth employment act that would provide for a youth conservation corps and local community youth programs;
- amendments to the Manpower Development and Training Act that would: permit the payment of allowances to youth begining at age 16, increase the total allowances that may be paid to youth under 22 years of age, and extend the period in which allowances may be paid an additional 52 weeks to provide specific authorization for training in basic literacy and work skills;
- extension of the Juvenile Delinquency and Youth Crimes Act for another 3 years in order that the comprehensive programs involving new approaches to youth employment will not be eliminated before the programs have a chance to demonstrate what can be done for disadvantaged youth and local communities can go ahead on their own;
- special emphasis on work-study programs for youth.

Workgroup 8—ROLE OF INFORMAL EDUCATIONAL PROGRAMS IN THE DEVELOPMENT OF RURAL YOUTH

Nature of Problem or Concern:

A tremendous number of unemployed rural youth lack the required education, orientation, and training necessary for available job opportunities.

Recommendations:

The many excellent educational methodologies being used with more advanced socioeconomic groups should be examined and materials should be adapted or redesigned to meet the needs of the disadvantaged.

Key lay leadership within the group to be involved should be sought, their confidence gained, and training and resources provided to conduct a continuing program with "their own."

Exploration of the world, job opportunities, training requirements, and sources of training should be included in these programs.

Closer relations with the Employment Service and other sources of employment and occupational information should be established.

Efforts in the localities and in the states to expand vocational training, resources, and literacy programs should be encouraged.

Educational action to enable communities to secure and effectively utilize any state and Federal resources available should be initiated and supported.

Nature of Problem or Concern:

The programs and services of many national, informal, educational youth programs which could facilitate adjustment to change are available to rural youth but steps must be taken to make these services known and desirable to those presently not being reached.

Recommendations:

All agencies serving rural youth should evaluate and adjust their programs to more adequately meet the changing need and rural pattern. This adjustment may encompass attitudes, standards, programs, tools, and techniques.

Agencies should cooperate on the local level to develop methods of informing the community, especially parents, of the opportunities afforded youth through informal education programs.

The Cooperative Extension Service, through the rural areas development approach, should develop a pilot project of agency coordination to supplement the above recommendations.

Nature of Problem or Concern:

Coordinated effort by existing informal education agencies is needed to bring about more efficient use of resources to serve rural youth.

Recommendation:

Extension services of the land-grant colleges and universities should take the initiative in calling together representatives of all informal education agencies and groups working with rural youth, with a view toward developing a coordinating organization. The purpose of these coordinating organizations would be to stimulate the development of specific plans to coordinate efforts and initiate new approaches to serve all rural youth.

Recommended steps to follow:

- take inventory of human and material resources available through all agencies;
- determine what the real problems are of rural youth on a local basis;
- develop plans which will utilize resources wherever they are;
- search out additional resources and integrate them into the program.

Nature of Problem or Concern:

Often agencies have too small a geographical base to provide sufficient financial, human, and informational resources to develop meaningful programs to aid rural youth to face the accelerated social and economic problems and the vast increase of knowledge necessary in our society today and more so in the future.

Recommendations:

Existing agencies should investigate the formation of larger units and work toward their establishment to be able to retool their program financially to meet the breadth of the problem of rural youth.

These administrative units should not be too small nor too large to permit local involvement and with enough area and population to afford resources.

Cooperation among agencies is essential to assist other agencies in the formation of these larger units.

Workgroup 9—*READY ACCESS TO APPROPRIATE POST HIGH SCHOOL EDUCATION INCLUDING COMMUNITY COLLEGES, JUNIOR COLLEGES, TECHNICAL INSTITUTES, ETC.*

Nature of Problem or Concern:

It is recognized that our society with its swiftly developing technology requires a variety of jobs, many of which are rapidly changing with the needs of the time, all of which require specific skills.

Recommendation:

Sufficient programs to train persons to qualify for the numerous jobs, available and needed, should be established to make appropriate training for youth available and accessible.

Nature of Problem or Concern:

In the total area or role of education, no progress can be achieved in the area of occupationally oriented, vocational training until certain levels of basic general education have been achieved. Skills must be built on top of general education. In attempting to educate people for jobs, too many times the "skill" is the only area considered.

Recommendation:

Consideration must be given to the total problem of remedial education that is necessary before those skills can be achieved. The time necessary for retraining may have to be reevaluated.

Nature of Problem or Concern:

There is need for a broader program of counseling and guidance at various levels of educational development.

Recommendation:

Counseling and guidance services should be instituted at the elementary level and be continued at subsequent levels of secondary schools, community colleges, junior colleges, and technical institutes.

Nature of Problem or Concern:

There is difficulty in locating individuals in need of training.

Recommendation:

To help individuals continue with their education, posters and post cards should be provided, such as used in armed forces recruitment, stating in effect "continue your education." Post cards would be checked with required information and posted for return to training centers.

Nature of Problem or Concern:

Post-high school education should be flexible to meet varying needs.

Recommendation:

Each community or area should have an accessible institution which performs the following functions:

- offers two-year terminal programs for students not going on to a four-year college;
- offers transfer programs for students who do wish to complete a four-year program;
- serves as a technical institute for the community, servicing local needs for vocational and subprofessional education;
- offers continuing education for adults.

Workgroup 10—*EDUCATIONAL PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS SUCH AS THE MENTALLY RETARDED AND PHYSICALLY HANDICAPPED CHILDREN*

Nature of Problem or Concern:

There is a drastic lack of awareness, understanding, and compassion on the part of the general public regarding the size and scope of problems among children needing specialized services; mental, physical, cultural, and emotional. This lack is especially acute in rural areas where these services have, in general, been either nonexistent or pitifully inadequate.

Recommendation:

A dynamic, explosive, and continuing information campaign should be instituted through the use of all the mass media of public communications. This planned public relations effort should be nationwide. The effort should be coordinated through local, state, and Federal agencies, in cooperation with the mass media. The initial responsibility for the implementation of this campaign should be lodged at the Federal level. This involves coordinated materials being made available to all local communication media, including film strips, slides, movies, press releases, prepared speeches, available speakers and consultants, and an enthusiastic and prevailing determination to keep the public relations programs moving throughout the country.

Nature of Problem or Concern:

Today the presence of a handicapped child in a rural home has become a greater problem for parents and for the child because of the increased complexity of our society. There is a woeful lack of knowledge on the part of parents that handicapped children can be helped to cope with their problems in living through the utilization of services already available or those that can be established where the need is demonstrated.

Recommendations:

More effective use should be made of the mass media to inform families.

Improved awareness of problems on the part of teachers and others working with children, increased availability of diagnostic services, and the establishment of other needed services should be essential goals for each community.

Nature of Problem or Concern:

Because of the isolation of many rural families, children with handicaps often are not detected early enough to prevent the development of unnecessarily severe problems and maladjustmnts. For this reason, it is important that better methods of early identification be developed in services for rural children.

Recommendations:

Better use, or greater use of public health nurses would help in early identification.

Better instruction should be given to doctors while they are in medical school on techniques of identifying handicapped children.

All physical handicaps should be noted by the physician when the birth certificate is filed. These can be checked by public health nurses.

Use of mobile diagnostic teams going into the rural communities would help fill needs where facilities are not available.

Nature of Problem or Concern:

Our antiquated system of classifying handicaps in a rapidly changing society is inadequate because it does not consider the total needs of all individuals. For example, those who are educationally retarded cannot be included in our present classification system and they are, therefore, denied special services.

Recommendation:

The present system of classifying handicapped individuals should be revised to include all who are in need of special services. The basis for the classification system should be individually centered and a part of the total educational program. National leadership emanating from the Department of Health, Education, and Welfare should provide the basic objectives of such a program.

Nature of Problem or Concern:

The administration of special service programs becomes more difficult as the population becomes thinner. Special methods of program operation must be developed to make best use of finances and personnel.

Recommendations:

There should be an extension of diagnostic services to rural areas utilizing the team approach, i.e., including medical, psychological, social, educational, and other personnel.

Resident facilities should be improved for children requiring services not financially or physically feasible in the rural areas.

As far as possible, special services such as special classes for the retarded, physically handicapped, educationally deprived, etc., should be extended to the rural areas utilizing the structure of the "intermediate administrative unit."

The cooperation of the total community must be solicited in accepting the handicapped person socially and in feeling responsible for some treatments for the handicapped.

Nature of Problem or Concern:

The thin distribution of population in the rural areas makes special services more costly per pupil than the local areas can afford. Therefore, special administrative devices must be utilized to overcome this economic obstacle.

Recommendations:

The existing Federal, state, and county services of health, education, and welfare must be more effectively utilized.

There must be coordination of state and local facilities with those of voluntary agencies, church and youth groups.

Applying these services to widely dispersed rural youth calls for the use of "intermediate administrative unit structure" in the school system.

The concept of shared services represented by the "intermediate unit structure" in the school system could be duplicated in the health and welfare services.

The "intermediate unit structure," an administrative office at the county or regional level, is responsible for programs of school services for school districts.

The shared services are: diagnosis for physically limited children, psychological testing, counseling services, school nurses, visiting nurses, school social workers, visiting teachers. (These are illustrative of examples of services and are not meant to be a complete survey of services.)

Nature of Problem or Concern:

Adequate comprehensive services are not now available for the rural child. This problem is one of national, state, and local concern. Lack of financial support on the local level seriously limits the extension of these essential services. It appears necessary, therefore, that the financing of such programs requires the combining of Federal, state, and local funds.

Recommendation:

This is an emergency problem which requires that all levels of government establish a sound financial plan, guaranteeing a minimal base for all areas. The proper establishment of such a program will require the merging or obliteration of present political, educational, or public health areas to provide adequate services and the development of other administrative units to implement these programs.

Nature of Problem or Concern:

The essential element in developing and implementing adequate and comprehensive services requires that well-trained staff be provided at all levels.

It is essential with the limited number of persons in the specialty areas that a reassessment of the duties of the personnel be made to free them of duties which require lesser skills.

Assist personnel of all disciplines now working in the rural areas to enable them to enrich their professional skills through graduate training.

Recommendation:

Teachers, medical and other professional personnel should be encouraged to work in the rural areas. Such encouragement should include salary allowances, continuing inservice training, scholarships for summer school, and sabbatical leave for training. The extension of fellowships at the undergraduate as well as the graduate level should be considered.

Nature of Problem or Concern:

Rural communities without appropriate services for handicapped children need to be helped to find ways to provide such services.

Recommendations:

The stimulation of greater interest and assistance on the part of existing rural groups, extension services, 4-H Clubs, FFA's, FHA's, Grange, county school systems, county health setups, rural churches, and numerous other similar groups existing throughout the country should be encouraged.

A representative of the appropriate state and Federal agency should be directed to call together on the local level interested groups, agencies, and individuals to formulate a practical plan of action appropriate to the particular needs of the area. The impetus may come from this representative, but the implementation must, of course, come from the local group. Followthrough is, of course, imperative.

Nature of Problem or Concern:

State and Federal legislators must be made to realize the needs of handicapped youngsters, so that funds become available to provide services.

Recommendation:

The appropriate power structures in the appropriate places should make a concerted effort to "sell" the needs and tell the story of these handicapped children in the most appropriate way.

Nature of Problem or Concern:

Educationally retarded children need special help from teachers who can plan programs which meet their needs. There is a lack of adequately trained teachers who can do this.

Recommendations:

All teachers should be required to take one or more survey courses in special education in their training program so they will be able to recognize special needs of children.

Inservice training programs dealing with learning problems should be developed for teachers.

Visiting teacher help should be provided for teachers working with children who have special problems.

Nature of Problem or Concern:

Early diagnosis of mental retardation, language retardation, or speech and/or hearing disorder, or other physical disorder not readily recognized is essential, along with early and adequate followup treatment, parent counseling, and community education. Many problems which face the physically, mentally, or emotionally handicapped youngster are the result of delayed diagnosis and treatment, and can create even greater deprivation of learning and achievement than the handicap itself.

Recommendation:

A plan should be created whereby every child's birth is registered with the school in the district where he lives. His parents' or guardians' names should be placed on a counseling list making them eligible for participation in child development programs offered through the school P.T.A., preschool parents units, or other grassroots groups. Such a parent-child centered program, beginning with birth of the child, should be coordinated by the state department of education, with regional, district, or local coordinators located in strategic areas as needed. Objectives, broadly stated, should be: to educate parents, especially rural parents, on the nature of "normal" development of children with specific emphasis on "deviate" developmental traits; to encourage the establishment of diagnostic and treatment centers as the need arises, and to make parents aware of the need for using them; to prevent the development of problems created by lack of understanding of mental, emotional, and physical handicaps; and to facilitate the educational achievement of handicapped children at sites near their own homes as much as is feasible. Existing resources can be utilized for many facets of a comprehensive diagnostic and prevention program.

Workgroup 11—DROPOUTS: CAUSES, EARLY IDENTIFICATION, PREVENTIVE AND AMELIORATIVE MEASURES

Nature of Problem or Concern:

The educational program of many rural schools is inadequate in its vocational curriculum, activity programs designed for all children, and special services including counseling and guidance, psychological service, speech correction, library service, remedial reading, and TV and audio-visual experiences.

Recommendation:

Representatives of organizations at this Conference should sponsor and support other agencies in surveying: educational needs of the youngsters of their community; how well the local community is meeting these needs; and the potential for meeting these needs at local, state, and regional levels, or by the use of out-of-state resources.

Nature of Problem or Concern:

The negative influence of "home-family environment" on the dropout and the failure of parents to encourage youth to remain in school is often due to parents who are ill-prepared to counsel youth concerning vocational and/or educational problems.

Recommendation:

The local Council for Children and Youth and other agencies of the community should survey the need for adult education for parents desiring to assist their youngsters. Such potential educational facilities for parents should be enlisted and their services coordinated.

Nature of Problem or Concern:

Inadequacy of the curriculum of the rural school to meet the vocational needs of its youth.

Recommendations:

Every community should reevaluate and revise the curriculum of its rural school in terms of the needs of its youth.

There should be a continuous reappraisal of the programs of the rural school.

Nature of Problem or Concern:

Failure to involve all parents in the educational efforts of the community. Only a small percent of the people are aware of the educational needs and possible solution of them.

Recommendation:

A concerted effort should be made to involve all parents in school-community educational efforts.

Nature of Problem or Concern:

The teacher often faces problems in the areas of understanding the rural community with little or no preparation for it. Many dropouts are the result of the failure of the teacher to understand the youngster and his problem.

Recommendation:

Courses in "Rural Sociology" and "Human Relations" should be strengthened and emphasized in preservice education of teachers.

Nature of Problem or Concern:

Because the attendance units are so small in many rural community schools, it is impossible to offer a sufficient vocational education program.

Recommendation:

Communities should work cooperatively toward the reorganization of attendance units to a size that will permit the development of a program of education suitable to the needs of their children.

Nature of Problem or Concern:

The great need for coordinating the efforts of individuals and agencies for the study of the dropout problem and other areas of concern for children and youth.

Recommendation:

Every state should organize a council on children and youth, and, as far as possible, every community or county should have a council on children and youth.

Workgroup 12—IMPROVING PHYSICAL AND MENTAL HEALTH CAPABILITIES OF RURAL YOUTH

Nature of Problem or Concern:

Adequate health education of school children, at the elementary level in health habit training and development, and at the secondary level in special areas such as alcoholism, venereal disease, narcotics, smoking, etc.

Recommendation:

Practical, sound, and effective health education should be emphasized in the curriculum of teacher education.

Nature of Problem or Concern:

Health education is only minimally taught in schools.

Recommendation:

Administrative procedures in administration and implementation of health education in local schools should be examined with specific attention to such things as scheduling.

Nature of Problem or Concern:

Health education methods.

Recommendation:

Scare techniques should be avoided and there should be concentration on learning what rural youth could be attracted to doing about their health needs.

Nature of Problem or Concern:

School health and physical education programs.

Recommendation:

Physical education programs should be examined and recreation programs (athletic events) separated from physical education programs.

Nature of Problem or Concern:

Health education effectiveness.

Recommendation:

Teaching methods in health education should be reexamined.

Nature of Problem or Concern:

Health education of hard-to-reach people.

Recommendation:

Techniques of health education utilizing TV and other channels within the community such as civic groups, churches, health agencies, etc., should be developed.

Nature of Problem or Concern:

Health of rural youth in terms of casefinding, prevention, and treatment of disease.

Recommendation:

Utilization and practicability of multiphased clinics emphasizing immunizations, dental care, etc., for preschool and school-age children, should be studied.

Nature of Problem or Concern:

Health programs that are accepted by youth, including interest in and preparation for health careers by rural youth.

Recommendation:

Youth should be utilized more extensively in program planning and encouraged, stimulated, provided information and training for all kinds of health careers.

Nature of Problem or Concern:

Wider participation in out-of-school health education for youth and adults.

Recommendation:

The cooperative extension service, state and county medical societies, farm organizations, voluntary health agencies, and allied groups including youth agencies should develop programs of health education to improve physical and mental health of rural youth.

Nature of Problem or Concern:

Dental health.

Recommendations:

There is need for increased emphasis on flouridation of community water supplies. In the absence of this, alternate measures of fluoride use are necessary.

Dental health education of parents and children needs increased emphasis with special attention in the home and school.

The importance of continuing dental care of children and youth beginning in early childhood needs increased emphasis. Community resources for such care can be developed.

Nature of Problem or Concern:

Physical fitness. All rural youth—boys and girls—should have the opportunity to develop and maintain sound health and physical fitness;

the quality of fitness is basic to full and effective living and to optimum use of one's abilities.

Recommendations:

School officials, parents, and other responsible citizens should strengthen school programs designed to improve the physical fitness of youth. We urge the implementation of recommendations for school-centered programs made by the President's Council on Physical Fitness in its publication *Youth Physical Fitness—Suggested Elements of a School Centered Program.*

School recreation departments, youth organizations, other official, civic, and voluntary groups should cooperate in promoting recreation programs for rural youth and their families.

Proper attention should be given to encouraging participation in activities that contribute to physical fitness. We urge the implementation of recommendations by the President's Council on Physical Fitness in its publication, *Physical Fitness Elements in Recreation —Suggestions for Communities.*

Nature of Problem or Concern:

Evaluation of health programs including health education.

Recommendation:

Greater use should be made of behavioral scientists in researching consumer attitudes.

Nature of Problem or Concern:

Proper nutrition.

Recommendations:

There is need to concentrate special attention on the diet of adolescents, especially the girls.

There is need to improve the nutritional status of some pregnant women.

Intensive educational effort in nutrition is indicated among school children, teenagers, married couples who are potential parents, and among parents.

Certain minority groups, such as the Spanish-Americans and Indians, also deserve high priority.

Nature of Problem or Concern:

Infant and preschool health.

Recommendations:

Provision of more hospitals in those rural areas with a high percentage of nonwhite population. This includes not only the provision of the facility, but also making it easily available to nonwhite families of low socioeconomic status.

Improvement in the quality of hospital care of maternity patients and newborn infants in rural areas. Strengthening of hospital consultation programs provided by health departments to rural hospitals, with special reference to the quality of medical care. This includes regional or district planning for the provision of obstetric and pediatric consultant services to rural hospitals for patient care and for professional education.

Provision of prenatal clinics in rural areas, where indicated, to make prenatal care easily accessible to women for whom it is not now easily available.

Incorporation of family planning services into public health programs.

We need to strengthen, expand, and improve health supervisory services for infants and preschool children. In so doing, much more emphasis is needed for care and treatment among:

- infants and preschool children in low-income families;
- infants and preschool children in rural areas;
- infants and preschool nonwhite children;
- preschool children in general.
- emphasis is also needed in relation to immunization, accident prevention, and anticipatory guidance regarding behavior.
- there is need to strengthen, expand, and improve services provided by specialists, hospitals, and clinics in rural areas.

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Nature of Problem or Concern:

Need for family life education.

Recommendation:

Further concentration on the problem of illegitimacy—in relation to both prevention and care and rehabilitation. Preventive steps include intensified efforts in family life education, early recognition of children with behavior difficulties in the preschool and early school periods, and increased mental health and family services. Treatment and rehabilitative steps include early identification of the out-of-wedlock pregnant girl, intensification of health and social services for her and for her family and partner (including improved maternity care), and improvement of the health and social services provided in maternity homes.

Nature of Problem or Concern:

Rural sanitation including safe water supply, sewage disposal, garbage disposal, adequate planning and zoning for rural housing developments.

Recommendation:

Greater involvement should be secured of local health department personnel, home extension services, planning commissions, local government, and all groups concerned with community planning for protection of health of citizens. Intensified educational programs for rural families in rural sanitation problems are needed.

Nature of Problem or Concern:

Environmental health.

Recommendations:

Environmental health affecting youth needs to be improved by education, research, and more influence between these two areas and services.

Specific attention should be given to fluorides, farm and traffic accidents, poison control.

A handbook alerting people to all aspects of environmental sanitation should be made available by an appropriate agency or organization.

Nature of Problem or Concern:

Safety education.

Recommendations:

The need to increase safety education among farm workers. Measures include the use of a local safety council including the various farm groups and organizations. Specific areas to be tackled include highway safety, accidents in the farm home (especially falls and fire), poisons, work accidents (especially farm machinery), and public recreation.

The need to strengthen school safety programs, including reporting of accidents, periodic inspection of the school plant to assure a safe environment for children, fire drills, transportation to and from schools, traffic control around school areas, bicycle and driver training, school safety patrols, and a student safety organization. Safety education of children and their parents is a fundamental activity.

Special concentration on the problem of home safety in farm homes, because of its importance in childhood.

Nature of Problem or Concern:

Perinatal morbidity.

Recommendation:

Home extension services need more information about perinatal morbidity.

Nature of Problem or Concern:

Knowledge and understanding of health standards and laws.

Recommendation:

An educational program should be provided, including use of mass media, in acquainting rural families about health standards and laws. (Example: inspection of meats, pasteurization of milk, etc.)

Nature of Problem or Concern:

Post-high school health education.

Recommendation:

Whether or not college education is available, some post-high school health education should be made available for all youth.

Nature of Problem or Concern:

Education of lay personnel as well as professional personnel.

Recommendation:

Lay personnel should be used to a greater degree for service in social, health, and educational areas.

Nature of Problem or Concern:

Communications on health education needs.

Recommendation:

Effective communication methods should be studied. For example, types of commercials to which youth pay attention.

Nature of Problem or Concern:

Referral services.

Recommendation:

It is important to work more closely with those, such as teachers, who identify problems both of emotional and physical nature, and build up resources to which they may refer these problems.

Nature of Problem or Concern:

Medical manpower to followup health problems when they are discovered.

Recommendation:

Greater use should be made of medical schools and senior medical students to render direct service with public health department supervision.

Nature of Problem or Concern:

Motivational lack of people in responding to health education and doing something about their health needs.

Recommendation:

There should be more experimental approaches and research in understanding before helping.

Nature of Problem or Concern:

Health services for migrants and Indians.

Recommendations:

Of great importance is the need to remove residence requirements to make health, education, welfare, and rehabilitation services easily available and used by migrant families.

Housing and other environmental aspects of living must be improved, including cooking facilities, refrigeration, water supply, sewage and refuse disposal, and the removal of accident hazards. Day care programs, including health and nutritional aspects, should be developed.

Assistance should be made available for meeting the cost of medical and hospital care.

Special clinics should be established and, where indicated, especially at night. Family clinics have been successful. Clinic services necessary include provision for maternity care, well child supervision, services for handicapped children, and immunization.

Provisions need to be made for additional health staff, including physicians, public health nurses, nutritionists, and social workers. There is need for classes in health instruction for adults.

Ways need to be developed to use a health record form and transfer this health information from one area to another when the migrant family moves.

There is great need for combining preventive and curative services by extending and improving medical services, diagnostic equipment, and expanding field health units. More clinic services and home visits were recommended. Family care clinics, providing both preventive and curative services, were advised. Ambulance services are necessary. Supplies and equipment for emergency obstetrical services are needed.

The need for improving the quality of hospital care in Indian hospitals for mothers and children is urgent.

Consultation services in pediatrics from medical centers should be made available to health centers and hospitals periodically to provide clinical consultation on groups of patients.

Ways must be devised to provide continuity of care between hospitals and clinics and the home.

The nutritional status of infants, children, and adults must be improved.

Organized social welfare services are needed.

There is need to coordinate health services of the Indian Health Service with community health and welfare services.

Further training of health personnel, both inservice and formal academic training, are necessary.

Nature of Problem or Concern:

Animal diseases transmissible to men.

Recommendation:

A more effective educational program should be undertaken to result in action programs to combat diseases transmissible from animals to man.

Nature of Problem or Concern:

Making greatest use of health personnel.

Recommendation:

There should be more cooperative ventures among state, county, and local health departments and private physicians, as well as local medical societies, in providing health services for rural youth.

Nature of Problem or Concern:

Hospital distribution.

Recommendation:

Consolidations of hospital services should be explored and attention given to population base and economic factors. Individual communities need to be evaluated in terms of the effectiveness of existing hospital services.

Nature of Problem or Concern:

Mental health of persons working directly with people.

Recommendation:

Persons serving youth need mental health attitudes that include realizations of their limitations.

Nature of Problem or Concern:

Training of the ministry in mental health.

Recommendation:

Seminaries should be encouraged to train ministers in teaching family life education, understanding human behavior and development.

Nature of Problem or Concern:

Mental health of the family.

Recommendation:

Increased emphasis on family approach and family life education through school courses at high school and college levels should be encouraged.

Nature of Problem or Concern:

School guidance programs.

Recommendation:

Separate records should be kept to ensure confidentiality of information youth bring to guidance counselors.

Nature of Problem or Concern:

Maturational problems of youth.

Recommendation:

Psychological processes involved in maturational crises in infancy, childhood, and adolescence should be studied.

Nature of Problem or Concern:

College youth's mental health needs.

Recommendation:

Colleges should be encouraged to have health services including mental health.

Nature of Problem or Concern:

Immunizations for rural youth.

Recommendation:

A community effort is needed involving education through public schools, extension services, medical doctors, allied farm organizations, and voluntary health agencies, resulting in action programs for immunization of rural youth against certain preventable diseases.

Workgroup 13—INCREASING COMMUNITY AWARENESS OF THE SITUATION OF RURAL YOUTH: UTILIZING THE MAXIMUM POTENTIAL OF YOUTH-SERVING PROGRAMS AND AGENCIES

Nature of Problem or Concern:

Translation of this Conference's findings and recommendations to state and local committees for followup.

Recommendation:

We recommend that state delegations to the National Conference on Problems of Rural Youth initiate action, implement Conference recommendations in their state, and that they report their efforts to the National Committee for Children and Youth. We also recommend that NCCY encourage state committees to direct attention to followup of these recommendations.

Nature of Problem or Concern:

Need for agency adaptation to meet changing needs and problems.

Recommendation:

That the youth-serving agencies and organizations consider their local services in terms of basic needs of the community and be quick to recognize, modify, revise, and develop techniques and programs that more adequately meet the present and future needs and problems of rural youth.

Nature of Problem or Concern:

Need for local studies and collection of data for self-analysis and action.

Recommendation:

The encouragement of studies of local communities to determine needs and available resources for youth is recommended. In making such studies, both youth and adults should be involved. They could be initiated in any of several ways, such as by an individual who sees a need, or an agency, or an organization, or a combination of these.

Nature of Problem or Concern:

Developing a local structure of action.

Recommendation:

In rural areas not now having a coordinated program, a structure should be developed on a county, subcounty, or multicounty basis, through which public and private agencies and organizations can cooperate in studying, planning, and acting to meet youth needs.

Nature of Problem or Concern:

Reaching unserved youth and areas.

Recommendation:

Unreached areas of service should be determined, nonparticipating youth be identified, and ways of serving them be determined through a coordinated group in the enlarged community (county or other service area).

Nature of Problem or Concern:

Developing communication between agencies and avoiding duplication of activity.

Recommendation:

Communities should develop a calendar schedule of youth activities which reserves time for activities sponsored by the various agencies and serves to prevent duplication of efforts.

Nature of Problem or Concern:

Improvement of youth services and of youth involvement in agency programs and services.

Recommendations:

In order that every youth-serving agency and organization may improve its activity, existing service agencies and organizations concerned with youth should be requested to:

- involve youth as consultants in top-level planning in a real and active way;
- cooperate and assist in planning conferences for lay and professional leaders of all youth-related services to identify local needs, increase awareness of range of existing services and programs, and identify and encourage indigenous leadership;
- involve youth in a study of youth's own unmet needs and acquaint them with existing services that might help meet them;
- utilize total local resources of private and public agencies and organizations for the developing of adequate leadership training for volunteers;
- explore state and national resources, both private and public, that may be shared and more adequately utilized.

Nature of Problem or Concern:

Lack of opportunities for cultural self-expression.

Recommendation:

Existing youth-serving organizations and agencies, including the schools, should make special and increased efforts to see that rural youth get adequate opportunities for cultural enrichment through various forms of creative self-expression, using various techniques and media, including educational TV.

Workgroup 14—THE CHANGING ROLE OF THE CHURCH IN THE TOTAL DEVELOPMENT OF RURAL YOUTH

Nature of Problem or Concern:

Participation of the church in programs to assist youth achieve a purposeful life and fulfillment of their potential.

Recommendation:

Collaboration should be achieved among church leaders, educators, social scientists, medical scientists, political leaders, industrialists, labor leaders, and other community leaders to initiate action which will make possible a complete program for rural youth.

Nature of Problem or Concern:

The church's need to relate itself to the social movements of our time including labor unions, youth programs, organizations, etc.

Recommendations:

Regional and local councils of churchmen and community social organizations should be created so that "abundant life" relates to present life and instruments available may be used by the church.

The churches, in cooperation with one another, must meet, on a professional level, any unmet need and transfer that responsibility at the time any social agency appears available to take over.

Nature of Problem or Concern:

Churches, not in agreement on their own nature and purposes in relation to communities, have different aims and goals for people.

Recommendations:

Churches in a community should try to work toward some sort of understanding on goals and aims.

Economic concerns are important.

Nature of Problem or Concern:

Problems of ministering to youth who are not now reached by any group, such as church, 4-H, Scouts, FFA, etc. There is usually a large group outside the circles of all these, who are often the "problem group."

Recommendations:

Churches and other community groups should form a local youth council to coordinate work and concerns, avoid competition for time of youth, identify youth missed by other groups, and create programs for them.

Churches should not try to foster values such as nostalgia, anti-intellectualism, and overemotionalism which will cause problems in moving to an urban society.

Nature of Problem or Concern:

The declining rural population and downward economic spiral. Ways in which the church can cooperate in correcting this problem, through such programs as Rural Areas Development.

Recommendations:

Nonfarm employment in rural communities should be supplied to offset decline in farm employment.

Rural Areas Development committees should be utilized to accomplish this goal. (RAD committees make a survey of human and natural resources; formulate an overall economic development plan; and coordinate efforts of private and governmental agencies in implementing this plan.)

The church should contribute to the supplying of this initiative. Church clubs might study the RAD idea and then assume roles of leadership in forming and bringing to function the local RAD effort. (The National Council of Churches, the National Lutheran Council, the Southern Baptist Convention and the National Catholic Rural Life Conference have endorsed the RAD movement. Many congregations are acting along the lines indicated above with significant results.)

Church leadership—lay and cleric—needs to concern itself with rural and small town problems and help find solutions.

Nature of Problem or Concern:

Need for interdenominational and interagency cooperation.

Recommendations:

Churches should meet with other youth-serving organizations on local levels in the formation of youth councils in order to coordinate work and concerns.

Churches should be encouraged to take active roles in community planning processes.

Land-grant universities have extensive research facilities they are anxious to use in response to requests. In seeking answers to what people want and need and how the church can serve these people (adult and youth), they should formulate requests for such research.

Extension services offer a great variety of human services that can meet some basic needs of youth in preparation for adult life. The church can cooperate with the extension services in two ways: (a) by offering channels through which extension services can work and (b) by requesting services that are needed but not currently offered.

Nature of Problem or Concern:

There is an increasing desire for research and information on youth attitudes, values, and adult-youth relationships. In addition to acquiring this knowledge, a program for continuing education both for clergy and laity on the impact of social change on rural youth is indicated.

Recommendations:

Research should be done on how the church may help adults and youth acquire and live by recognized values.

The church should involve itself in a series of conferences to assess regional problems of youth and discuss how it may project its program to meet specific needs. This would be an educational program to help motivate the church to move into a relevant ministry.

Nature of Problem or Concern:

It is increasingly evident in rural areas of declining population that the overabundance of denominational groups weakens the effective mission of the church and its influence on individuals, the power structures, and organizations of community and society.

Recommendations:

The lack of financial, manpower, and technical resources available to these small competing churches urges again the need for interdenominational cooperation.

In order to attract the resources of specialists, the need for a united voice on the part of churches speaking on social, education, and economic problems in rural areas is obvious.

This national Conference should speak forcibly to the need of developing new patterns of cooperation between rural churches, within denominations and across denominational lines.

Nature of Problem or Concern:

What can the church do to alleviate the different facets of the problem of adjustment to urban life: educational values, church relationships, and vocational resources?

Recommendations:

Use existing discussion groups in rural and urban churches, disseminate information and promote discussion.

Educate denominational membership heads to encourage urban congregations to become aware of the peculiar aspects of inmigration from rural areas.

Direct denominational seminaries to identify the mission of the church in the real, social terms of our time.

Nature of Problem or Concern:

The church and its relationship to youth.

Recommendations:

Development by clergymen of a greater public awareness of potential problems of children and families.

Leadership of clergymen in their congregations to eliminate the barriers to youth employment based on race, religion, and other artificial handicaps.

Nature of Problem or Concern:

Some churches in the rural areas do not see the church as having a role outside of the "message" or gospel. Having this as a basic philosophy, the church makes little effort to become familiar with the facts, situations, etc., relating to young people's problems.

Recommendation:

Continuous work on the part of the broad leadership of churches is needed to help the church see itself as having a role of relating its basic message into the everyday life and problems of young people. This effort may and should be a cooperative one with the several churches in a community working together.

Nature of Problem or Concern:

Youth derive a great deal of their values, following a "testing" of adult values, from how the secular community lives—not what they profess in the church. Youth are positively seeking to replace childish values with mature values, and often adults in the church overdraw the "gap" between adulthood and youth.

Recommendations:

Adult-youth discussion should be encouraged through educational material that will allow meaningful participation in solutions.

Personnel to assist in this should not give declarative answers but assist in opening and identifying.

There is a need to help youth form a constructive value system in terms of both the individual and society. The church must strive to aid in the growth of the total person in a relevant manner, rather than from an "ivory tower" perspective.

More emphasis is needed on adult education programs designed to help them grow in their own value system in order that youth may have a more realistic and progressive example to observe and follow.

All evaluations must be seen as relevant to specific congregations with their particular problems.

The church should continually question its role, ask youth's opinion, and realize the validity of much of the critical analysis.

Clergymen should constantly reevaluate their capability of seeing and solving problems of youth.

The church should offer more leadership through programs oriented toward youth participation and enlisting nonparticipants to become involved within the church.

Workgroup 15—THE CHANGING ROLE OF THE FAMILY IN PREPARATION AND ADJUSTMENT OF RURAL YOUTH FOR TODAY'S WORLD

Preamble: There are a number of problems which require the attention of all those who work with children and their families. Among these are the lack of awareness of rapidly changing rural life and its effect upon the family; the lack of effectiveness of some professional persons in motivating youth from lowest socioeconomic levels; the increasing insecurity of families now unsuccessful in meeting economic needs of rural life; the lack of adequate educational preparation of youth for employment in urban areas; the lack of appreciation for the growing need for interdependence; a lack of recognition that the parent does not always know best; the need for further development and expansion of education in competence for family living (for both sexes and all ages).

Nature of Problem or Concern:

Lack of competent personal, educational, and vocational guidance.

> **Recommendation:**
>
> There is further need for financial assistance and leadership at all levels of guidance and counseling beyond the "testing" stage.

Nature of Problem or Concern:

Lack of understanding and appreciation by some teachers of developmental needs of students and parents.

> **Recommendation:**
>
> Further human development emphasis should be included in teacher preparation.

Nature of Problem or Concern:

Limited ability and resources of family to meet needs.

> **Recommendation:**
>
> Further cooperative efforts are urged in developing, locating, and using human and material resources.

Nature of Problem or Concern:

Lack of sufficient emphasis on moral and spiritual values.

Recommendation:

Continuing emphasis should be placed on personal values and philosophy of life as a guide for goal-setting, planning and decision-making.

Nature of Problem or Concern:

Prejudice and discrimination in groups and individuals.

Recommendation:

Intelligent appreciation of the dignity and worth of the individual must be developed and the need for self-respect as a basis for respect of all others should be stressed.

Nature of Problem or Concern:

Inability of youth and adults to differ constructively.

Recommendation:

Family life should be strengthened so that differences between children or youth and parents can be accepted and dealt with more constructively.

Nature of Problem or Concern:

Possibility of difficulty in retaining or obtaining services needed for families as rural population continues to decrease.

Recommendation:

There should be study and experimentation in new ways to keep homelife "good" for those who remain on the farm.

Nature of Problem or Concern:

Lack of appreciation of need for adults in family to continue to learn.

Recommendation:

Continuing or adult education in personal, family, and community living should be promoted.

Workgroup 16—CHILDREN OF RURAL MIGRANT WORKERS: SPECIAL PROBLEMS, NEEDS AND FACTORS THAT CONTRIBUTE TO SUCCESSFUL ADJUSTMENT

Nature of Problem or Concern:

Community ignorance, indifference, apathy, and outright rejection of migrant children and their families underlie much of the migrants' isolation and social disadvantage in both their "home" and temporary work communities.

Recommendations:

Community groups—public and voluntary—which have an interest and concern should:

- assume responsibility for community education to create understanding and acceptance of migrants as an integral part of the community while they are in residence;
- take the initiative to bring appropriate individuals and groups together to form a council for continuing fact-finding, planning, and concerted program development effort. The appropriate convener depends on which person or agency is ready to take the initiative. It might be the county agent, the employers' organization, church groups, the medical society, a local school official, the Girl Scout organization, or some other group or individual.

Nature of Problem or Concern:

Migrancy has undesirable consequences on the education of children. It is recognized that at the present time migrancy is necessary to produce and harvest farm products.

Recommendations:

The extent of migrancy should be reduced particularly of families with school-age children during school terms. This can be accomplished in part by the following means:

- recruitment of the maximum number of local workers, particularly high school students during summer months;
- reduction in the seasonal peak periods of agricultural employment by research and adoption of improved harvest technology;
- encouragement of migrant workers to leave school-age children at their home base wherever feasible during periods when workers migrate to obtain employment in other areas.

Nature of Problem or Concern:

A basic floor of essential public services should be established for all children including the migrant child. Many health, medical, hospital, welfare, and other services are not available to the migrant child for various reasons, including barriers to services due to residence restrictions.

Recommendation:

Residence restrictions to health, medical, hospital, welfare and other services should be abolished at all levels of government, and where residence barriers have been erected because of inadequate local resources, a practical plan should be developed to provide Federal or state aid to local communities to enable them to extend these essential services to the nonresident, migrant child.

Nature of Problem or Concern:

Factors in addition to lack of legal residence inhibit local services to migrants, for example, total lack or inadequacy of services in some rural areas, lack of funds for support of needed services, language or other cultural barriers to acceptance of existing services, lack of knowledge on the part of migrants as to available services, lack of communication between the migrant and the community, inaccessibility of services due to the time and place of scheduling, etc.

Recommendation:

Local, state, and Federal agencies should take appropriate steps to overcome deficiencies in health and welfare services and barriers to their use involved in the arrangements under which they are provided; and funds should be provided to extend existing services to reach migrant children and their families.

Nature of Problem or Concern:

The health problems of migrant children and other family members may be recognized through community screening or other local service programs, but needed treatment, rehabilitation, or health education cannot be completed during the period of the family's local residence.

Recommendation:

Each state should designate a migrant health coordinator and establish a mechanism whereby information can be transmitted and followup services arranged between states, and between areas within the state.

Nature of Problem or Concern:

The farmworkers' child and his family, and the reservoir of undereducated and unskilled people from which migratory farm workers are drawn, have generally been excluded from the educational programs available to other rural families through the Agricultural Extension Service.

Recommendation:

The Extension Service youth and adult programs should be extended and adapted to the needs of migrants and the population reservoir from which they are drawn.

Nature of Problem or Concern:

There is a need for coordinated efforts in home base areas for the education of migrant workers' children as well as to meet the needs in health, housing, recreation, and community development.

Recommendation:

A national service corps of educators should concentrate on the educational needs of migrants and should set up special school programs in conjunction with local schools. They could aid in establishing special training programs involving local teachers and leaders to help reach and keep in school a higher proportion of migrant children and adults of their communities. Such services should be encouraged by local leaders and the national service corps assistance requested by these leaders and communities.

Nature of Problem or Concern:

The farm operator who is an employer of seasonal workers has labor-management responsibilities that are traditionally unrecognized.

Recommendation:

The labor-management responsibilities of the farm employer should be recognized and emphasized in the educational efforts and programs of land-grant colleges, the Agricultural Extension Service, and general farm organizations.

Nature of Problem or Concern:

Like their children, adult migratory agricultural workers are in serious need of educational programs. Adult migratory workers have an extremely low level of educational attainment, and they also are almost totally unfamiliar with practical skills for modern living. This tends to perpetuate the substandard economic and social conditions under which migratory farm workers have lived for several decades. Studies show that the educational plans of youth are highly related to their parents' aspirations for them, so it is essential that adult programs be developed if youth education is to be effective.

It is clear that adult migratory workers have received even less formal education than their children. The U.S. Department of Agriculture has found out that, of all migrants over the age of 25, one-third are functionally illiterate. An additional 43 percent have no more than an eighth grade education. The median years of school completed by migrants over the age of 25 is 6.5. The same age group in the general population has a median of 11 years of schooling.

Recommendations:

Broad-range, formal and informal education programs for adult migratory workers should be developed. These programs should have their major operations in the home-base locations, but programs should be developed at the shorter term locations for periods when crops cannot be harvested. Use should be made of facilities and opportunities in the shorter term locations. Tremendous flexibility must necessarily characterize these programs, but if sufficient planning is made in advance, significant programs can be put into operation whenever the circumstances permit.

Migrant adult education programs should be based on a careful analysis of the interests and needs expressed by the migrants themselves, in order that the programs will help them improve their present levels of living and ease the transition to stable jobs in permanent locations.

Migrant adult education programs should include functional literacy, economic efficiency, social competence, and parent education for the family's welfare. Use of community resources and the group process in problem-solving should be stressed.

An effort should be made at the community level to provide some way in which the migratory farm worker could make himself heard and join in the decision-making processes of the total community, particularly where his own destiny is involved.

Vocational training and retraining programs should be developed for adult migrants. These programs should include actual on-the-job experience for this seems decisive in the making of occupational choices for rural males.

Nature of Problem or Concern:

Housing for migrant workers and families is characterized generally by overcrowding, lack of privacy, and lack of sanitary facilities except at considerable distance. A new practical approach to family housing for domestic migrant workers is badly needed. Past experience has shown that it has to be subsidized until such time as a family can settle and begin home ownership.

Recommendation:

The present lending authority of the Farmers Home Administration should be supplemented by grants to state or local public authorities for construction and maintenance of family housing for domestic migrant workers and families; and home ownership through self-help housing cooperatives in winter-base communities should be explored, on a demonstration basis, with the help of private voluntary agencies and long-term loans.

Nature of Problem or Concern:

Children of rural migrant workers have been excluded from equality of educational opportunity because of community attitudes, the economic needs of the family, and the lack of established residency in the school district.

Recommendations:

School districts should recognize and assume responsibility for the education of all children in their districts including temporary residents.

State and Federal child labor laws should be extended to include agricultural employment outside of school hours for all children.

Existing school attendance laws should be enforced for all children living in the district.

School attendance laws should be enacted and enforced where none now exist.

The child, for educational purposes, should become a resident of the district from the date of entry into the district and be entitled to all of the rights and privileges of other children. Attendance laws, therefore, should be enforced from the day of entry.

Attendance and child labor laws should be brought into agreement on a state and interstate basis.

State and Federal legislation should be instituted to provide financial and other relevant resources to states and school districts which assume responsibility for the education of the children of migrant workers.

Nature of Problem or Concern:

A large part of the migration in search of higher wages occurs because of varying labor standards, and nothing can contribute more to the dignity and well-being of the migrant child than steady work at a living wage for his father.

Recommendation:

Congress should remove the exclusion of the agricultural worker from the national minimum wage law, and a realistic labor stabilization plan should be developed to make possible the maximum use of local labor before permitting public importation of nonlocal labor.

Nature of Problem or Concern:

Migrants themselves frequently have knowledge, experience, and skills that can contribute to community efforts on their behalf.

Recommendation:

Community agencies and groups should involve migrants themselves as fully as possible in planning and developing community services adapted to the migrant and his situation.

Workgroup 17—MINORITY YOUTH WITH SPECIAL NEEDS: SPANISH-AMERICAN, NEGRO, INDIAN, PUERTO RICAN AND WHITE YOUTH FROM LOW-INCOME RURAL FAMILIES

Nature of Problem or Concern:

Economic problems of youth and their families, especially in rural areas.

Recommendations:

All possible efforts should be fostered by the Federal government to accelerate the total involvement of our society, i.e., government, business, labor, and other institutions, in creating full employment for all people, rural and urban, over 32 million of whom, mostly among the minority groups, are now subsisting on the poverty line. It is our deep conviction that only through the creation of jobs for everybody can we solve the basic problems plaguing us today of inequality in opportunity, health, education, training, housing, and other fundamental human needs.

To make a beginning in resolving the critical problem of rural youth unemployment, we urge bold experimentation by industry, business, community organizations, and public service agencies in creating jobs which could be filled by young workers in need of employment while in school and immediately after leaving school.

Nature of Problem or Concern:

Housing for rural minority youth and their families.

Recommendations:

Housing strongly affects family life. Rural and urban minority youth are victims of extensive discrimination in the quality and location of housing.

We urge the creation and strong implementation of antidiscrimination laws in every community. Negro, Indian, Spanish-speaking and low-income youth urgently need active execution of existing community laws regarding price, rentals, person-space requirements, deterioration, and basic facilities.

Nature of Problem or Concern:

Inadequate educational opportunities for minority youth in rural areas.

Recommendations:

Technical and vocational education in line with coming changes in our occupational structure should be made available.

Teacher preparation should be directed toward understanding and acceptance of people of minority groups in addition to particular methods and techniques involved in reaching these groups.

Teacher training should be a continuous process.

Increased attention should be given to guidance and health services from elementary level through college.

The curriculum should be flexible enough to meet changing needs of minority groups through enrichment and programs for slow learners, mentally retarded, environmentally and socially deprived youth.

Enactment and/or enforcement of school compulsory attendance laws in all states providing a minimum school year of 180 days.

Employment of trained attendance officers representing minority groups is also recommended.

Schools in rural areas should be strengthened through consolidation or coordination of special services.

In view of special needs of minority groups, classes should be kept to a minimum number of pupils in order to allow teachers to work individually with children.

Parental participation and understanding of needs and problems of their youth should be encouraged through adult education and other appropriate methods.

Increased attention should be given to raising the aspirations of children and youth by having school personnel work more closely with the parents, and by providing meaningful role models.

Farm-oriented organizations, such as the 4-H Clubs and FFA, should review their philosophy and policy in view of the certainty that nine out of ten rural youth will be migrating to urban areas in the coming years.

Community development should be encouraged through local identification of needs, use of local leadership, and securing of outside resources.

Nature of Problem or Concern:

Removal of discrimination and segregation based on ethnic, racial, and religious backgrounds.

Recommendations:

Every effort should be made through legislation, enforcement, and the development of a positive climate of public opinion, through organized groups and other resources, to remove all vestige of discrimination and segregation based on ethnicity, race, and religion.

Socially acceptable role models should be developed and utilized by the community in an effort to raise the level of aspiration of rural minority youth.

The larger society should encourage participation of minority youth and adults in community activities in order to maximize interaction between all groups to bring about cultural adaptation.

Youth groups which have identical aims but are separated purely because of race, such as New Homemakers of America and Future Homemakers of America and New Farmers of America and Future Farmers of America, should merge.

Provision should be made for the employment of qualified minority personnel in all services to rural areas. There should be minority representation on all policy-making boards responsible for community, public, and voluntary services.

A department of urban affairs should be established with a corps of urban extension workers to aid the transition of rural migrants to city life.

Workgroup 18—DEVELOPMENT OF COMPREHENSIVE COMMUNITY PROGRAMS TO PREVENT DELINQUENCY

Nature of Problem or Concern:

Effective utilization of existing resources in rural communities.

Recommendations:

Maximum use of facilities as well as time is important. The rural school can serve as a focal point of community action when its physical plant is put to maximum use.

Direction for activities should come from a community council including representatives from the church, recreation, clubs, family life, etc.

The plan should utilize the talents, programs, and goals of all agencies and institutions and provide a comprehensive, year-round community school program—family centered.

Rural communities should look into the possibility of establishing a community-school program which uses school houses and property as a center for services (social, recreational, vocational, extracurricular, educational) for the families of the rural areas.

These activities should be so planned as to avoid any serious interference with other established activities.

The major social institution outside the family for children and youth in rural areas is usually the school. Since it is called upon to play a vital and strategic role in preparing youth for adult careers, and since many rural school programs are designed to provide only for college preparatory education, rural school systems, with the assistance of civic and professional advisory groups, should take bold new approaches to education which:

- introduce or strengthen technical, vocational, and trade courses;
- examine the desirability for administrative changes pertaining to curricula, grading systems, school hour schedules, etc.;
- establish special education programs for the potential dropout and delinquency-prone youngster, such as work and learn programs, urban-rural student exchange programs, with direct exposure to occupations while in school;
- take into account future occupational changes and the need for retooling skills for new occupational roles which are imminent in our changing environment; and
- improve the image of the teacher in rural areas.

Nature of Problem or Concern:

In order for effective preventive programs to be developed in rural areas, it is necessary to have trained and qualified personnel at all levels of work with delinquency-prone and delinquent youngsters.

> **Recommendation:**
>
> The programs in training and demonstration of the President's Committee on Juvenile Delinquency and Youth Crime should be supported through an increase in financial support and an extension of time.

Nature of Problem or Concern:

Many school dropouts and delinquency-prone youth are educationally retarded and have been unable to compete successfully with their peers in classroom activities. Once they fall behind, due to such things as lack of motivation, poor study habits, peer pressures, learning blocks, and disadvantages which are derived from social, economic, and cultural factors, their failures tend to be reinforced and they become involved in a cyclical downdraft.

> **Recommendation:**
>
> In order to reverse this negative spiral, the schools should provide academic programs which will give remedial education opportunities to these children. School systems should provide regular school year and summer school programs for slow learners, underachievers, and those with learning blocks. These programs should give the students an opportunity, from the earliest point of difficulty in the school experience of each child, to raise academic standards thus making it more likely that they benefit from school and remain until its satisfactory completion.

Nature of Problem or Concern:

Effective community professional and lay leadership in rural areas varies extensively and the problems of developing leadership on the local level are many.

> **Recommendation:**
>
> Private and Federal granting agencies and foundations should be urged to consider funding demonstration programs designed to recruit and solicit indigenous leadership in rural areas.

Nature of Problem or Concern:

Family life is important in every respect in order to take a long-range view of preparing prevention programs as well as creating a sense of urgency for prevention of delinquency in rural areas.

Recommendation:

A program of total life counseling by professionally trained persons involving both parents and youth should be directed toward the goal of creating a nondelinquent young adult, who has acquired the capabilities of responsible participation in democratic citizenship. Vocational talents adequate to support himself and his family, a personal and adequate religious philosophy, and readiness to meet the responsibilities of creating and sustaining a new family should be goals of the counseling program.

Nature of Problem or Concern:

Conferences on children and youth have been useful in preparing action programs on the national, state, and local levels, but youth have not been used effectively in the working groups in the conferences.

Recommendation:

In future conferences on children and youth, youth should be included in the working sessions in order to give an added dimension of reality to the problems under discussion.

Nature of Problem or Concern:

National conferences need followup.

Recommendations:

State committees should plan followup programs on problems of rural youth in a changing environment.

A steering committee should meet in the near future and develop a comprehensive and incisive summary of this conference on rural children.

Workgroup 19—DEVELOPMENT OF COMPREHENSIVE COMMUNITY PROGRAMS FOR TREATMENT AND REHABILITATION OF DELINQUENTS IN RURAL AREAS

Nature of Problem or Concern:

Severe shortage of resources and services for adequate community treatment and rehabilitation programs for delinquents.

Failure to use existing resources more effectively.

The need for more effective statewide planning to maximize local effort.

> **Recommendation:**
>
> Community agencies and instrumentalities with qualified full-time staff should be established to coordinate and plan community treatment programs. Some local financial commitment is necessary.

Nature of Problem or Concern:

Severe shortage of resources and services for adequate community treatment and rehabilitation programs.

> **Recommendations:**
>
> Appropriate agencies should be encouraged to utilize to a greater degree existing resources of a quasi-professional nature or services from professionals not directly involved, such as ministers for counseling, physicians for diagnostic and therapy work, and extension service personnel for special work with families of delinquents.
>
> State and Federal agencies should be encouraged to allocate resources to assist and to stimulate local communities in coordinating and maximizing use of local services and statewide services available for local use.

Nature of Problem or Concern:

Isolation of hinterland areas from centers where necessary training for effective community programs and teamwork can be obtained.

> **Recommendation:**
>
> More use should be made of traveling interdisciplinary teams of trainers to come into hinterland communities and provide information, advice, and training. While these would be available to the direct youth-serving agencies, in cooperation with qualified local personnel, training should be made available to maximize the utilization of teaching, medical, ministerial, police, and other personnel in treatment and rehabilitation programs.

Nature of Problem or Concern:

Special course needs of hinterland personnel.

Recommendation:

Practicum courses should be developed for teachers, welfare workers, juvenile court personnel, and allied personnel to provide actual experience in working with a problem youth population. This would be particularly relevant for those personnel who routinely attend summer sessions or similar university programs.

Nature of Problem or Concern:

Need for special training programs for personnel who handle rehabilitation and treatment programs in rural areas.

Recommendation:

Development by existing universities and state and regional training centers of training programs and courses geared to special needs of personnel working with disadvantaged and delinquency-prone children in rural communities.

Nature of Problem or Concern:

Need for services for diagnosis and treatment of emotional and personality problems of delinquents in communities too small to provide own service.

Recommendation:

Development of area child welfare services on a multicounty basis for testing formulation of treatment programs for delinquents and troubled children referred by courts, parents, schools, doctors, etc. Related child welfare services and followthrough procedures should be included.

Nature of Problem or Concern:

Failure to fully recognize importance of economic, social, and other environmental factors in successful rehabilitation and treatment of the delinquent child.

Recommendation:

Communities need to recognize the cluster of social and economic factors that must be addressed simultaneously if change in any single pattern of behavior is to result.

Nature of Problem or Concern:

Relative scarcity of demonstration of model rehabilitation and treatment programs in rural areas.

Recommendation:

Public and voluntary sources of support should encourage the development of a variety of demonstration and experimental programs involving hinterland areas of all types (farm, nonfarm, small city) showing the various ways in which these problems can be approached.

Nature of Problem or Concern:

Failure of various disciplines concerned with treatment and rehabilitation of delinquents to perceive all facets of the problem and to promote the best practices and standards of their respective groups.

Recommendation:

Professional organizations of the various helping disciplines (such as APA, NASW, NCCD, AMA, etc.) should initiate consultations to include official representatives of each of their organizations. The purpose of such consultations is to create an increased awareness of the possible contribution which each discipline can make in the treatment and rehabilitation of problem youth. This plan should open up continuing avenues of communication among agencies and professionals.

Nature of Problem or Concern:

There are hinterland areas in need of personnel to aid in resource development and economic redevelopment, such as areas affected by widespread and rapid economic and social deterioration.

Recommendation:

All resources, governmental and private, need to be mobilized to bring about social reconstruction and economic redevelopment at the local level, including possible utilization of a national service corps.

Workgroup 20—ROLE OF THE JUVENILE COURT AND RELATED SERVICES

Nature of Problem or Concern:

Concern was expressed relating to the ability of rural communities, both state and local, to develop and implement necessary programs to assist rural youth to develop to its maximum potential due to lack of fiscal and moral support.

Recommendation:

It is recommended that appropriate state and Federal agencies assist in development and implementation of educational programs designed to increase public awareness in rural communities of the need to deal more effectively with youth problems such as school dropouts, unemployment, juvenile delinquency, dependency, and neglect. It is further recommended that the program be designed to increase rural community awareness of the necessity and mechanics for community action to provide the needed services and resources to adequately deal with the problems.

Nature of Problem or Concern:

Juvenile courts have responsibility for promoting facilities and resources to meet the needs of children who are or may become its wards.

Recommendation:

An effective tool which the courts may use to provide community interpretation of needs and to bring about social action toward meeting defined needs at state or local levels is an advisory committee. An advisory committee should be appointed in each juvenile court jurisdiction and should be composed of a cross section of informed community leaders.

Nature of Problem or Concern:

Because the juvenile court is on the receiving end of the impact produced by problems leading to neglect and delinquency, it should take responsibility for community leadership to help resolve such problems as, for example, the school dropout.

Recommendation:

The juvenile court and its staff should take responsibility for:

- stimulating schools to develop techniques for early identification of the potential school dropout;
- stimulating schools' responsibility for creating in parents positive attitudes toward schooling;
- stimulating school planning to meet the special educational needs of potential school dropouts, including a flexible vocational training program;
- individually and collectively supporting continuation of the President's back-to-school program.

Nature of Problem or Concern:

It is estimated that over 100,000 children annually are held in county jails and police lockups. Surveys have shown that many detention homes, although built for the purpose, lack adequate staff and become overcrowded because of excessive and oftentimes improper use.

Recommendations:

No jail or police lockup should be used for detention of juveniles because jail detention:

- constitutes a degrading experience for most children;
- gives youngsters delinquency status among their peers;
- often provides opportunity for crime education;
- subjects children to physical, emotional, and sometimes sexual abuse by older and more sophisticated juveniles;
- emphasizes idleness and offers little if any individual or group guidance;
- does not provide professional services required to observe and report their observations to the court for adjudication purposes.

Detention of children prior to court disposition should not be used unless one or more of the following conditions exist:

- the child is almost certain to run away pending court disposition;
- the child is almost certain to commit an offense that would endanger himself, those with whom he would come in contact, or the community in general;
- the child must be held for other jurisdictions.

Standards for admission into detention homes should be established by courts in cooperation with law enforcement agencies. (Normally not more than 10 percent of the arrested children in any jurisdiction need secure custody.)

Communities should develop subsidized foster home or shelter care facilities for those dependent, neglected, or delinquent children who need emergency removal from their homes but do not need secure custody.

Juvenile court personnel should work with local and/or state citizens' committees to develop and secure sound legislation which will:

- establish standards of juvenile detention;

- place responsibility in an appropriate agency to plan a statewide system of regional or district detention homes in conjunction with local standby facilities for 24-hour emergency care; and,
- consider the relative merits of state subsidy for detention programs.

Probation, clinical, and child care services on a local or district basis should be substantially strengthened to make the above recommendations effective.

Nature of Problem or Concern:

In many areas, the rural juvenile court is located within an inferior court that exercises jurisdiction in many nonrelated areas, both criminal and civil. This tends to submerge the juvenile court aspects of the judge's role.

In many areas, those holding the office of the rural juvenile court judge are not lawyers and lack both an understanding of the child and the philosophy and function of the office.

In most areas, the rural juvenile court is faced with totally inadequate auxiliary services, including probation staff, clinic facilities, and detention facilities.

Recommendations:

Total community involvement is needed which includes an awareness by the local community of the philosophy, function, and program of the juvenile court and a willingness to support the court financially and otherwise.

An official state body is needed which would develop minimum qualifications for juvenile court judges and court services; offer professional consultive services to local courts on local or regional levels; and foster legislation to establish a system of family courts on a statewide or regional basis.

On the national level, research into all aspects of delinquency including causes, treatment, and control should be undertaken. Technical advice and consultation should be furnished by an appropriate agency or agencies to state and local courts and agencies serving the juvenile courts.

Nature of Problem or Concern:

The question has often been asked as to what can the juvenile courts do most constructively to prevent juvenile delinquency.

Basically, we reaffirm the resolution adopted by the National Council of Juvenile Court Judges in 1940 to the effect that the court is not charged primarily with delinquency prevention activities, but the presence and prestige of the court act persuasively in this regard and the educational work of the court, together with the activities of the courts' probation staff, tend to exert preventive influences.

Recommendations:

Wherever feasible, parents of potential delinquents should be referred to an appropriate agency for parental education and guidance.

Liaison should be established between agencies dealing with delinquents, including the court where proper. Case studies of families concerned should be shared with the courts when needed to better understand and serve the child.

In cases where appropriate, the court should exercise its power to adjudge children to be dependent and neglected, giving the court authority to provide a program for children sufficient for their needs.

After adjudication of a first offender as delinquent, the court should provide a program of rehabilitation and constructive planning to meet the needs of such children.

Appropriate agencies should seek uniform laws relating to the age of children beginning school and their teacher management through primary grades.

Nature of Problem or Concern:

Many rural communities lack basic preventive services to help stabilize family life and prevent dependency, neglect, or abuse of children. Much delinquency is an outgrowth of neglect and abuse. Therefore, every community service which strengthens the family will reduce the incidence of neglect and delinquency.

Recommendations:

The courts and other interested groups should support the creation of child protective service programs in every community to provide social services to strengthen and stabilize family life and prevent neglect and delinquency.

The courts and other interested groups should support legislation for the mandatory reporting of child abuse cases by doctors, hospitals, and other medical personnel to child protective services in the community or in the absence thereof, to the juvenile court, for appropriate action to protect the children.

Nature of Problem or Concern:

A major problem facing rural juvenile judges, even when they are lawyers, lies in the fact that their legal training contains little or no reference to the philosophy and functions of the juvenile court.

Recommendation:

American law schools should be encouraged to offer course material on the philosophy and function of juvenile courts and juvenile codes.

Nature of Problem or Concern:

Juvenile courts are limited in the dispositions available by lack of community resources to meet special needs of children within their jurisdiction. Some limitations, however, are internal as, for example, low court budgets, poorly qualified and insufficient staff, etc.

Recommendation:

There should be a concerted effort by the juvenile court and the agencies serving the court to achieve clarification of confusing laws, adjustment of overlapping responsibilities, and closer adhearance to present standards as set forth by national public and private agencies relating to:

- qualifications of court administrative officers;
- qualifications of court personnel (including detention personnel) in relation to their specific assignments;
- standardizing work loads and procedures of the court and its personnel;
- centralizing all family related problems in a given community under one jurisdiction;
- availability of complementary services to the court function such as diagnostic, personal service, and institutional facilities.

Section VI

THE GAVEL FALLS

CLOSING REMARKS

by

WINTHROP ROCKEFELLER

Chairman of the Conference

In my role as Conference Chairman I would feel that I had not served you well if I did not have some reaction to this very stimulating and exciting meeting.

As I listened to Dr. Mawby's magnificent summation of this Conference, I was impressed with the tremendous amount of work that has been accomplished. Then I asked myself as your Conference Chairman, "Are there any areas that we may have neglected?" I have made four simple points which I hope will add to the thinking of this Conference.

First, although we have touched on these questions of employment and made reference to the role of small industry in rural areas, I regret that we have not provided an opportunity for industry to speak for itself. We do have representatives here. Unfortunately, they are but a small proportion of the people here. Yet industry can do much to help us solve many of the problems that have been discussed. Industry hires people, and not all the jobs that are available today require a college education. I think we have a real challenge to industry to say, "Let's evaluate the jobs that are available." I think that in future conferences we must make every effort to give industry a prominent part in our program.

Secondly, we have no right in our dynamic society to take the attitude that we should maintain the status quo of any community. The whole history of this country is based on movement, on fluidity. Our

Nation has been built by people who have been willing to move when they found that the environment in which they were living did not provide the opportunities they wanted. Part of our scientific revolution is the construction of the fantastic highway systems which already have changed our rural economy. People are working less hours, have more leisure time, and they want to go somewhere to relax. Within ten years this rural world we are talking about will have an entirely new complexion. Exciting opportunities for improvement and production will continue to develop as our rural areas evolve. At that time will we be placing the same emphasis upon poor farmers and talking of rural youth only as farm youth?

The third point which I have not heard emphasized is that the very nature of farming is seasonal. There is a tremendous man-hour potential in rural areas that can be utilized to produce an economic impact upon our society which we have only begun to explore. If we could supplement seasonal labor with seasonal industries and tourism and recognize that the proper combination of both will add capital income to many areas in the United States, we can neutralize some of the problems and stabilize our rural economy. I hope we will accept this challenge. To be concerned with the status quo is unhealthy and lacking in courage. Let us be guided by our heritage, let us be dynamic, let us build a new program.

And, finally, my fourth point which obviously is shared by many of you, is contained in Major Kennedy's quotation from John Drinkwater: *

Grant us the will to fashion as we feel,
Grant us the strength to labour as we know,
Grant us the purpose, ribbed and edged with steel,
    To strike the blow.
Knowledge we ask not; knowledge Thou has lent;
But Lord, the will, there lies our bitter need;
Grant us the strength to build above the deep intent
    The deed, the deed.

Neither society nor government is required to fit every person into every job that he feels he would like to have. How many of us knew what we wanted to do before we were 21? How many of us honestly will admit that in our adult experience our emphasis has changed? True, each of us has economic pressure, but each of us

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* "A Prayer." Markum, Edwin (compiler). *Book of Modern English Poetry*. W. H. Wise, New York: 1934.

must face the reality that if we don't like it, it is not somebody else's responsibility. Fundamentally it is our own responsibility to do something about our lives.

Let us help people—and, in this instance, particularly rural youth—to help themselves. Let us help people to adjust themselves to their environment and help them expand their horizons and their capacities if they desire to do so. But it's not our responsibility to make them do so. Let us not get confused.

LOOKING AHEAD

by

Roy Sorenson

Chairman, National Committee for Children and Youth

(Elected January 1, 1964)

The National Conference on "Rural Youth," focussed the attention of many interests in the Nation upon "Rural Youth in a Changing Environment." The foregoing reports have brought together the addresses, workgroup summary and a record of some early postconference action. This material, with the background papers prepared in advance, contribute to definition of problems and assessment of resources for rural youth.

The Conference membership and these materials provide evidence that there are strong resources of people and organizations dedicated to work with rural youth. Running through the text, there is also a golden thread of concern, dedication and spirit. This can be more of a force for the future than definitions of problems and programs at any given time.

Looking ahead, the future will depend upon how well the Nation and the states keep in focus this segment of our youth. The publications may help. The future will also depend upon the continuing commitment of those who attended the Conference and of those who read the report to be aware of, sensitive to and knowledgeable about the changing situation of many kinds of rural youth under quite different circumstances. Again, the Conference publications can help. And out of caring and up-to-date vision, the future will be affected by the creative application of the resources and talents of governmental and private organizations in many ways, in many places.

It is not important that the background papers and the speeches live. It is important that the task remains in conscious focus. It is important that the needs be continually discerned and the resources constantly assessed. It is important that imaginative measures be taken. It is important that the concern and spirit of the Conference live. To these ends this volume and The Background Papers are dedicated.

COMMITMENT

INVOCATION

Closing General Session

by

Major Walter Kennedy
The Salvation Army

Keep ever before us, Lord,

The Great Ideal of the American Way of Life, the Fatherhood of God,
and the Brotherhood of Man.

Disturb us with a divine discontent and a restlessness

That we will not leave this Conference as a stalemate or
simply as something status quo.
But that we will allow this Conference to be a springboard of action
In which we will go back to our varied responsibilities
and communities
To carry the good news.
That there is a wonderful and greater possibility of
a better life,
Because of what has taken place here.

There is a danger, You see,
A great danger of each one of us
Just holding to ourselves
The presentations we have heard.
But unless we are willing
To share them with others,
Our Conference will be a failure.

We would pray the last prayer of this Conference in the words of John Drinkwater.

> "Grant us the will to fashion as we feel,
> Grant us the strength to labour as we know,
> Grant us the purpose, ribbed and edged with steel,
> To strike the blow.
> Knowledge we ask not; knowledge Thou hast lent;
> But Lord, the will, there lies our bitter need;
> Grant us the strength to build above the deep intent
> The deed, the deed."

May this be our prayer today and for every ensuing day. Amen.

APPENDIX

- Post Conference Followup Activities
- Programs and Projects for Rural Youth
- Profile of the Rural Juvenile Court Judge
- The Conference Program
- Conference Planning Committee

Section VII

POST CONFERENCE FOLLOWUP ACTIVITIES

INTRODUCTION

The true measure of any conference such as the National Conference on Problems of Rural Youth in a Changing Environment is the action it generates to attack the problems delineated. To that end, within a month after the Conference, the National Committee for Children and Youth sent each participant a questionnaire concerning followup activities. To make this evaluation more meaningful, a duplicate questionnaire was sent six months later to ascertain: what the participants, as individuals, had done to implement the Conference recommendations; what the national organizations, state committees, and Federal agencies, which they had represented, had done; and what actions were being planned for the future.

The replies to these three questions form the first section of this chapter on followup activities. They are listed according to the headings of recommendations in the Resume of Workgroups Reports emanating from the deliberations at the Conference. The recommendations of the 20 Conference workgroups are printed in a preceding chapter of this report.

Each participant was also asked, "In what area of concern considered by the Conference is there the greatest interest, need, or activity in your state, region or community?" A numerical tabulation shows that a majority of those replying to the questionnaire considered the major areas of concern to be: the dropout problem and the need to provide continuing education beyond high school; the vocational problem, that is, counseling and training to meet occupational needs; and the educational problem of improving the quality of public school instruction and other educational opportunities for rural youth.

To gain insight into the areas of concern along geographic lines, the replies are listed according to states with one exception. Some delegates replied for national organizations and since the concerns mentioned were of national, rather than regional, significance, these have been listed separately following the state summaries.

In an effort to have its future activities implement the Conference, the National Committee for Children and Youth asked for suggestions from the participants as to how it would be most helpful in following up the Conference on Problems of Rural Youth in a Changing Environment. The replies to this part of the questionnaire are grouped according to those most often mentioned by the respondents.

No report of the replies can entirely capture and reflect the inspiration and stimulation aroused in the participants by this Conference; these *will* be reflected, however, in the activities being carried on throughout this Nation to ameliorate the problems facing rural young people and the steps being taken to ease their adjustment into our ever-changing society.

I. INCREASE AWARENESS OF THE PROBLEMS OF RURAL YOUTH

Almost without exception, representatives of national organizations, state committees, and governmental agencies made comprehensive reports to the body they represented. In many instances they also spoke of the Conference before other groups to which they belong or to which they were invited to speak.

> The Chief of the Children's Bureau, U. S. Department of Health, Education, and Welfare, participated in reporting the recommendations of the Conference to the Transition from School to Work Subcommittee of the Interdepartmental Committee on Children and Youth. Some of the Conference conclusions were used in her discussions with state committees in planning further activities.
>
> The President of the Department of Classroom Teachers, National Education Association, traveled across the country meeting with classroom teachers, school administrators, and civic groups. In these discussions, he reported on the Conference and publicized its findings.
>
> The President of the National Negro County Agricultural Agents Association reported the recommendations of the Conference to the executive committee and to the annual convention. As a result, two meetings have been held to discuss problems of rural youth and how best to implement the Conference recommendations.
>
> A consultant for the Kentucky Department of Education reported to the State Congress of Parents and Teachers and to the National County Superintendent's meeting.

The Executive Director of a County Community Council sent a written report of the Conference to the Governor of Florida, and discussed its findings and recommendations with him.

A representative of the Juvenile Court Judges Advisory Council made a written report to the Governor of North Dakota and later conferred with him with respect to several of the Conference recommendations.

A family life specialist of the Clemson College (South Carolina) Extension Service wrote a full report for the Director and also reported to a countywide meeting on children and youth.

A child welfare worker reported on the Conference to the Missouri Council on Children and Youth which has held four regional meetings on subjects covered at the Conference. One, held under the auspices of the Youth Employment Committee of the Council in cooperation with the U. S. Department of Labor, invited representatives of all major action groups throughout the State to focus on problems of youth.

Through the media of press, radio, and television, a number of participants publicized the Conference and its findings to an even larger audience.

The Director of Program Services, National Recreation Association, reported on the Conference and its publications in *Recreation* magazine which goes to some 12,000 subscribers.

The Executive Secretary of the Vocational Agriculture Teachers Association of Texas inserted a summary of the Conference in the association's monthly publication which was mailed to about 1,300 persons in the State.

The representative of the Association of State and Territorial Public Health Nutrition Directors made a report to the group which was published in their newsletter shortly after the Conference.

The White House Conference Follow-up Chairman for the Oklahoma Congress of Parents and Teachers wrote an article for the *Oklahoma Parent-Teacher* regarding the Conference.

An Associate Editor of *Farm Journal* referred to the Conference in an editorial in the November 1963 issue of that magazine. An excellent report of the Conference was carried in the December 1963 issue of *Progressive Farmer* written by the Young Folks Editor.

A representative of the Virginia Governor's Committee for Youth, who is the assistant director of the Agriculture Extension Service at Virginia Polytechnic Institute, presented a radio report of the Conference which was used on over 60 radio stations. Also presented was one television program which reached areas of three states.

The editor of *Children* summarized the Conference in that journal published by the Children's Bureau, Welfare Administration, U. S. Department of Health, Education, and Welfare.

Many of the Conference participants arranged for distribution of the materials prepared for the Conference.

The Federal Extension Service, U. S. Department of Agriculture, prepared and published 2,000 Packets of Digests (of the 59 background papers) and distributed them to: staff members, the Vocational Education Committee of the Department of Agriculture, state directors in each state, 4-H leaders, information and nutrition specialists in the states, and to all State University Rural Sociology Departments.

The summary of the papers presented at the National Conference has been made available to the staff of the Office of Rural Areas Development, U. S. Department of Agriculture, to be used in coordinating Rural Areas Development throughout the country.

Copies of the background papers were made available to all committees of the Minnesota Governor's Advisory Council on Children and Youth, to further stimulate their interest and expand their knowledge of the problems in rural areas. The summary of the Conference was forwarded to the Governor's office and to the heads of the 12 State departments which form the State's Interdepartmental Committee on Children and Youth.

An elementary school teacher mimeographed the summary of the Conference recommendations and distributed it to local and state leaders in Arkansas. Among those receiving this report were: officials of state and county educational systems; church leaders; and business and educational association executives.

The Texas State Department of Public Welfare distributed nearly 1,500 copies of the Conference summary to individuals who had not attended the Conference. These individuals were affiliated

> with: State and county institutions for children, public child welfare offices, social and probation agencies, and the former Governors' Committee on Children and Youth.
>
> The preliminary summary of the Conference was made available to those attending a Youth Conference of the West Virginia Council of White House Conference on Children and Youth, at which a report on the National Conference on Problems of Rural Youth in a Changing Environment was made. The summary was also sent to all the Cooperative Extension personnel in the State.
>
> Through the efforts of a member of the New York Governor's Committee on Children and Youth, the Conference papers are used in class discussions at the State University Agricultural and Technical Institute.
>
> A professor at Michigan State University has assigned some of the background papers as a part of his lectures in rural sociology.

Several national, regional, and state conferences have been scheduled either as followup to the National Conference on Problems of Rural Youth in a Changing Environment, or have utilized resources from the Conference in planning and programing.

> The Indiana Youth Council sponsored a Governor's Conference on Rural Youth in a Changing Environment to stimulate action at the state and local level. Original position papers distributed at the Governor's Conference were, in the main, those prepared for the National Conference and made available by the National Committee for Children and Youth. Several of the program participants were drawn from the National Conference. The Governor of Indiana addressed the conference.
>
> Through the auspices of the Nebraska Committee for Children and Youth, two meetings of delegates from that State who attended the National Conference were held and a committee appointed to plan for followup. A statewide conference will focus on seven areas of the problems covered at the National Conference, using resources from that Conference.
>
> The Vermont Governor's Committee on Children and Youth, at a conference of community leaders, focused attention on community action and how it can provide opportunities for youth. The principal aim was to create an understanding of the responsibility and interrelationship of various disciplines in problem-solving at the

community level. This was, in part, stimulated by the multidisciplinary approach of the National Conference on Problems of Rural Youth in a Changing Environment.

A Michigan Conference on Rural Youth was jointly planned and sponsored by the Michigan Youth Commission and Cooperative Extension Service of Michigan State University. It was a direct followup of the National Conference but designed to meet the special needs and interests of the State. The registrants received selected position papers drawn primarily from the materials prepared for the National Conference. These papers were also used in developing a fact book of information regarding rural youth in Michigan, as a counterpart for the National Conference's background materials. An audiovisual presentation of the situation regarding Michigan rural youth was prepared for use at the Michigan Conference and for later statewide use by organizations and agencies.

The Department of Rural Education, National Education Association, used resource materials developed for the National Conference for their 1964 Decennial National Conference on Rural Education sponsored by the Department and the Division of County and Intermediate Unit Superintendents.

The National Committee on Education of Migrant Children sponsored a national meeting of representatives of state departments of education. This meeting outlined an optimum program for the education of migrant children and considered ways of implementing the program on an interstate basis. It is expected that regional planning meetings will follow.

The Council on Rural Health, American Medical Association, devoted a half-day to a session concerned with teenage health problems at its 17th National Conference on Rural Health.

At an interregional conference of the Girl Scouts of the U.S.A., working papers, speeches, and other materials from the National Conference were exhibited to acquaint the participants with some of the resources available. A discussion leader of the National Conference, the Chairman of the California Governor's Advisory Committee on Children and Youth, presented material on the problems of rural youth, particularly girls living in rural fringe slums and in migrant labor camps.

After hearing a report of the Conference, the Youth Serving Agencies Committee of the Kansas Council of Churches sponsored a Conference on Unreached Youth.

At the 65th annual meeting of the Kansas Conference on Social Welfare, four panelists who had attended the National Conference discussed "Problems of Rural Youth."

A Rural Education Conference was held at the Kansas State Teachers College whose theme was "Problems of Rural Children and Youth in a Changing Environment." Several of the program participants had attended the National Conference.

The North Carolina Agricultural Extension Service adopted the theme, "Problems of Rural Youth in a Changing Society" for its annual meeting of the Home Demonstration State Council which attracted an attendance of over 4,000. A smaller leadership conference followed to plan intensive work in attacking the problems of rural youth.

II. *MOBILIZE THE RURAL COMMUNITY FOR ACTION*

Groups represented at the *National Conference, heeding the* call to encourage and involve intelligence within the community, responded in various ways.

The Linn County Rural Areas Development Association sponsored a Conference on Children and Youth which was preceded by a series of discussion group meetings for both adults and teenagers. As a result, the teenage 10-point program and the recommendations from the adult conference were distributed to the RAD subcommittees for action, and each participant was invited to become a member of a subcommittee.

A representative of the Iowa Commission on Children and Youth, in planning for implementation of the Conference recommendations, met with local community leaders to provide assistance in mobilizing the community to determine: local problems of youth, local resources, and plans of action suitable for the needs of the particular community. Ten communities have initiated local action and a statewide conference is planned to stimulate further local community action. The Youth Employment Committee of the Commission developed a local community guide for mobilization on behalf of youth employability.

A representative of the North Carolina Conference for Social Service served on a steering committee from three rural counties which was preparing a project proposal to obtain financing from the

North Carolina Fund. The background papers prepared for the National Conference were used extensively in preparing this proposal which resulted in a pilot project. A survey will appraise individual and community potentialities leading to: improvement of counseling, testing, vocational training and placement programs; cultural, educational, health and welfare services; and community betterment.

Attendance at the Conference spurred the efforts of community leaders in Hale County, Texas, to develop and put into action a vocational rehabilitation program to benefit all youth whose families are served by the Child Welfare Unit but particularly the dropout, the delinquent, and the physically and mentally handicapped. The program utilizes county, State and Federal facilities and resources and includes on-the-job training.

The Tennessee Commission on Youth Guidance arranged for a meeting of all Conference participants from that State to discuss and plan implementation of the recommendations. The main area of concern was school dropouts and what action had been taken by the various State departments. To further mobilize the local communities (predominantly rural in Tennessee), the Commission, along with representatives of State departments providing services to children and youth, met with Federal agencies to explore resources and determine steps which can be appropriately taken to attack poverty throughout the State. Also, a directory of laws affecting children and youth and services available through public and private agencies is being compiled and distributed.

To further cooperation and coordination between various groups within the State concerned with the problems of rural youth, all Conference participants from Maryland met, both during the Conference and at a formal meeting at a later date. The director of Extension Service at the University of Maryland, who was also the chairman of the Conference Planning Committee, became a member of the State Committee and arranged a followup meeting to indoctrinate the other members on the needs and problems of rural youth.

A State 4-H Club Leader replied that increased cooperation with youth-serving agencies in the State of Kansas has grown out of the National Conference. He, for example, served as consultant at at a meeting conducted by the Kansas Committee for Children and Youth.

Another State 4-H Club Leader reported that counties in Ohio are developing overall Youth Planning Committees to survey needs of youth and better acquaint local agencies with recommendations for program development. He also cooperated in developing a statewide Ohio Inter-Agency Youth Committee.

A representative of the Hawaii Commission on Children and Youth noted that local committees on children and youth in rural areas have included youth as bona fide participants in their programs.

III. STRENGTHEN THE SCHOOLS

Many of the participants at the National Conference have taken steps through county and state committees for children and youth, through State and Federal agencies, and through voluntary organizations to strengthen the schools.

> The Monongalia County (West Virginia) Organization of the White House Conference on Children and Youth has three active committees, each of which has taken pertinent action. The Education Committee cooperated with other groups to secure passage of a special levy for school improvement. The Youth Employment Committee sponsored a public meeting on the subject and is developing a survey on dropouts designed to help initiate a "Home Town Youth Corps." The Health-Mental Health Committee arranged for special health information lectures for ninth grades in the county's schools and is directing its efforts to arrange classes for "teachables" and "trainables."

In the main, however, they have concentrated their efforts on one area of concern, such as the dropout problem.

> The Kentucky Commission on Children and Youth sponsored a statewide conference on the "School Drop-Out" which was attended by a representative from each of the counties in the State. This meeting recommended the formation of community councils in each of the 120 counties in Kentucky.
>
> The Oklahoma Governor's Committee on Children and Youth will coordinate the activities of various State groups attacking school dropout problems. The Committee has established a school dropout subcommittee and directed a statewide survey. To assist in this survey, a volunteer youth leader who attended the Conference sent a questionnaire to all schools in her county regarding their dropout statistics and recommendations.

The County Judges of Oklahoma, an active chapter of the National Council of Juvenile Court Judges, is planning a legislative program to establish a regional training center for youth who have dropped out of school.

The Eastern Kentucky Resource Development Project distributed about 500 kits of material on Suggestions for Stay-in-School Campaign. Included in the kits was a background paper, "Programs of Rural Schools to Reduce the Incidence of Dropouts," prepared for the National Conference.

A Conference participant is now serving as coordinator for the Virginia Employment Commission on Wise County Youth Project. This pilot program is designed to salvage school dropouts in a portion of the Appalachian Area.

A member of the Kent County (Maryland) Council of PTA's serves on the Youth Ethics Committee which is considering dropout problems and other areas of conduct on the part of rural youth.

Others are concentrating on special education programs for handicapped youth, all those who are in need of special services.

The Director of the Division of Special Education for the Oklahoma State Department of Education reports, "We are continuing our efforts to extend special education services into the rural communities." Steps being taken include: organizing county programs in speech correction, visiting counselor services, cooperative classes for the mentally retarded, and home instruction for physically and emotionally disabled children.

The Center for Cultural Studies, Adams State College, Alamosa, Colorado, has developed special teacher-education programs for dealing with the culturally and mentally handicapped, primarily for Spanish-American and Indian children. Two summer workshops for teachers were presented dealing with "Teaching English as a Second Language" and "Developing Curriculum for Indian Children." Adams State College has instituted a graduate program leading to a master's degree in Cultural Relations.

The Board of National Missions of the United Presbyterian Church in the U.S.A. is continuing the work of its Educational Counseling Service for Negro, Indian-American and Spanish-American youth. The Director of Educational Counseling stated, "The Conference . . . served to reemphasize the need for our work including the Summer Study Skills Program . . ."

The Youth Services and Employment Standards Division of the U. S. Bureau of Labor Standards has been particularly concerned with developing programs to meet the special needs of migrant youth and those with social and economic handicaps. Regional youth consultants have been active in mobilizing community action, working in urban areas to improve conditions of disadvantaged youth, many of whom are from rural backgrounds.

Providing improved vocational training has been the goal of others who attended the Conference.

The Superintendent of Haskell Institute in Lawrence, Kansas, a U. S. Bureau of Indian Affairs school, reports that the primary interest is in providing opportunities for the vocational training of Indian youth at the post high school level. The Institute is phasing out its regular high school program and devoting (and expanding) its facilities to full-time training of post high school vocational students.

The Northern Westchester Board of Cooperative Educational Services (Bedford Hills, New York) is devoting most of its efforts to improvement of vocational and special educational opportunities.

The State of Kansas has developed a statewide system of area vocational-technical schools to meet the needs and problems of rural youth. The Director of the State Board for Vocational Education has been explaining this new development to county superintendents and others interested in the educational problems of Kansas rural youth. Efforts are being made to insure that rural youth are informed about this development. One effort was an article advising them of these opportunities which appeared in the February 1964 *Kansas 4-H Journal*.

A juvenile court judge in Aberdeen, South Dakota, appointed a countywide juvenile court advisory council which has been familiarizing itself with community youth problems. The 15-member advisory council is developing a study of the increasing variety and efficiency of vocational training to prevent dropouts and to better equip youth, not qualified for college careers, to lead useful productive lives.

Some of the Conference attendees have been most involved in improving teacher preparation programs.

The Director of Rural Life and Education at Western Michigan

University alerted students and colleagues as to the problems of rural youth. In both in-service and pre-service courses in Rural Sociology, Rural Economics, and Education, he is interpreting the findings of the Conference and their implications for rural communities.

A student at Prairie View A & M College, Prairie View, Texas, represented a chapter of the Student National Education Association at the Conference. She discussed the findings of the Conference, particularly the implications for future teachers, with Student NEA advisors and the directors of teacher training, student life and public relations. Members of the chapter stepped up their efforts to enlarge their enrollment and "to sell" their program to the entire student body.

In other ways, too, delegates to the Conference have worked through their organizations to provide additional educational opportunities for rural young people.

The American Legion, in cooperation with the Council of the Southern Mountains located in Berea, Kentucky, has made available 5,000 copies of its *Education and Scholarship Handbook* to guidance counselors, librarians and representatives of community and church groups interested in assisting young people in that area to further their education.

The Iowa Department of Public Instruction is moving ahead with the reorganization of school districts to provide additional services on a part-time basis to individual schools which could not afford them alone. Guidance and counseling services are being stepped up and new occupational courses offered in keeping with the changing employment situation.

IV. INITIATE AND EXPAND RELATED EDUCATIONAL PROGRAMS

The Federal Extension Service, U. S. Department of Agriculture, through its Divisions of Home Economics and of 4-H and Youth Development have utilized much of the data prepared for and developed by the National Conference in training extension staffs in the states and counties. Other followup activities include:

The 1964 National Conference of State 4-H Club Leaders focused on work with youth from lower socioeconomic groups. This was an important outgrowth of the Oklahoma Conference.

Youth Study Committees in more than 600 counties are utilizing data similar to that brought together as a result of the National Conference in the Rural Areas Development program.

Over 1,200 counties have developed Extension information education programs in career exploration and youth employment. The Conference recommendations gave added interest to this work.

A few specific examples of Conference implementation by program leaders in the states follow:

- The statewide membership in the Home Economics—Family Living Extension Program in Michigan has worked with the materials from the National Conference. These have been incorporated into the Home Economists Programs for County Emphasis for 1964-65.
- The State 4-H Club Leader held a training session with the 15 4-H Club agents in New Hampshire on the findings of the Conference. The 4-H Club Members Advisory Council devoted a portion of its summer meeting to discussing the findings and determine what the clubs in the state could do about the problems. The recommendations of the Conference influenced the 1964-65 plan and program of work.
- The background information and the summary of recommendations from the National Conference provided a basis for the development of the 1964-65 plan of work of the Michigan Cooperative Extension Service. They also provided a basis for program planning with 83 counties in the state and 17 departments of the Michigan State University. Three program emphases identified reflect the concerns of the Conference: problems of rural youth in career preparation, citizenship programs related to vulnerable youth, and development of leadership abilities of youth.
- The information received at the Conference has been used as background material in planning state and county Extension programs for rural youth by the Agricultural Extension Division of the University of Minnesota. Conference publications were sent to all county extension offices who were encouraged to use this material with local Rural Area Development Committees, school personnel, and other community planners.
- The Cooperative Extension Education System in Maryland is being completely reorganized toward some of the goals and

objectives of the National Conference. The entire 4-H and Youth program will make important adjustments to more effectively serve the needs of rural youth in a changing environment. Special emphasis will be placed on programs for low-income families and for young out-of-school adults. An Extension Supervisor has used the information gathered at the Conference while serving on Rural Areas Development, Migrant, and Resource Development Committees.

As a result of the National Conference on Problems of Rural Youth in a Changing Environment, other organizations have intensified their related educational programs.

The National Rural Relationships Committee of the Boy Scouts of America heard a report from two of its representatives who attended the Conference. As a result, a special subcommittee was appointed to develop a program of expanded service to rural America.

The National Board of the YWCA, through a committee on work in smaller communities, is developing materials for such communities. The National Conference enforced many of the program ideas and suggested others.

The Superintendent of Lutheran schools in the Western District of the Lutheran Church—Missouri Synod: motivated the pastors in the three-state area to place on the agenda of their conferences studies relating to the problems of youth, encouraged the Committee on Vocations to conduct vocational workshops for youth, planned with the District Youth Committee for more religious orientation of youth toward service vocations, and worked with the Social Welfare Committee as their program relates to youth.

The United Church of Christ held a consultation on Indian youth at which information and recommendations of the Conference were made available to assist those who work with Indian youth and children.

Through its Vocational Training and Placement Programs for Adult Indians, the Muskogee (Oklahoma) Bureau of Indian Affairs is having a great effect on the children who would likely be dropouts or minimal students. Those who take such training develop changed attitudes toward the educational needs of their children and, by setting an example, motivate their children to continue in school.

The Michigan Employment Securities Commission and several departments of the Michigan State University have developed a special demonstration program in parent education relating to career choices of youth. A brochure, "Job Guide for Future Workers," addressed mainly to parents, is being tested in a five-county area of northwestern Michigan. Statewide distribution is being planned through schools, organizations, and mass media.

V. IMPROVE PROGRAMS IN GUIDANCE AND COUNSELING

Several of the Conference participants represented organizations whose ongoing programs are closely related to this recommendation.

The Women's Bureau, U. S. Department of Labor, has pursued a multifaceted approach, including: research, resulting in publication of pamphlets on employment opportunities and job requirements for women and girls; making guidance materials and speakers available to career conferences of high school girls; through correspondence, assisting individual girls and guidance counselors with specific information on various occupations.

The Division of Youth Services and Employment Standards, U. S. Bureau of Labor Standards, helps to organize state and local committees for youth employability, pointing out the need for more adequate preparation, particularly in basic skills, and vocational education programs. The need for better career and guidance information, especially the need for more awareness of the changing labor market, is emphasized. The need for expanded community services in these areas is stressed in publications and articles and is the focus of the organization activities of the field representatives. New emphasis will be placed on reaching children and parents in culturally disadvantaged groups to increase their interest in and acceptance of improved education and training.

The Youth Employment Committee of the Iowa Commission on Children and Youth is working with voluntary local organizations to establish youth councils in as many counties as possible. These are developing summer work experience programs, getting acquainted with the problems of rural youth migrating to cities and learning the resources for guidance and training. A revised layman's folder on child labor laws has been printed and distributed in conjunction with the State Bureau of Labor. The State Employment Service supervises the summer work programs.

The American Personnel and Guidance Association has recently published, *Stimulating Guidance in Rural Schools*. Its author, director of research for the Alliance for Guidance of Rural Youth, attended the Conference. This volume is based on an extensive study on state and local levels of the influence of the National Defense Education Act on rural secondary schools.

A Captain represented the U. S. Army at the Conference as evidence of the Army's new approach to military personnel problems which recognizes their relationship to civilian problems. He, personally, has made use of Conference materials in counseling military personnel in reference to future education and job possibilities.

A state 4-H Club Leader called together various individuals from throughout Arizona who are interested in career opportunities for youth. In addition to discussing individual programs, they explored possibilities for coordinating efforts and thereby strengthening the total program to assist youth in career exploration and guidance. Additional meetings will be held to further this aim.

The young 4-H members themselves are aware of the importance of guidance and counseling; for example, the 4-H Club program of Kansas is putting more emphasis on career exploration and opportunities for higher education.

VI. EXPAND OPPORTUNITIES FOR EMPLOYMENT

Although most of the delegates to the Conference expressed concern over the need to continue education and training to meet occupational needs, quite a few stressed the need for programs to generate employment opportunities for rural youth.

As a result of pilot programs and with the addition of several recommendations resulting from Conference participation, California is expanding its cooperative interagency Agricultural Youth Employment Program statewide. Members of the Agricultural Youth Employment Committee, which administers this program, represent the State Departments of Education, Industrial Relations, and Employment. Work is carried on at the local level with school officials, farmers, agri-business employers, service clubs, church and community organizations, PTA and 4-H groups, and various other agencies. An informational kit of publications designed for youth, parents, employers, and school personnel has been developed. The long range goal is to facilitate the placement of youth in agriculture and in agri-business occupations.

The Texas State Department of Public Welfare has published two leaflets on the theme of careers in public welfare. They are entitled, *If You Want to Help People to Help Themselves . . . Choose A Career in Public Welfare* and *A Career Helping Children.* They were introduced at an exhibit for teenagers at the Teen Fair of Texas which will be displayed at state conferences where students or those working with students will have an opportunity to view it. Plans are also being made to distribute the leaflets, which urge young people to get as much education as possible, to students through school counselors.

Indiana Health Careers, Inc., was established by health agencies and organizations in the State in recognition of the growing need for health personnel. Through its newsletter, career handbook, and other activities, it seeks to help students secure recruitment material and financial assistance to enter the health field. The American Legion, through its Education and Scholarship Program, has cooperated with several other state groups to give a similar service to their young people.

Through the cooperation of the Minnesota Departments of Education, Conservation, and Corrections and the Governor's Advisory Council on Children and Youth, summer work programs have been instituted. Local organizations and county officials have also been involved in these programs.

VII. PROVIDE NECESSARY COMMUNITY SERVICES

In order to provide adequate services for all children and youth, special programs must be promoted both on a public and private basis.

A probate judge from Bonneville County, Idaho, who attended the National Conference, presented to the Governor's Committee on Children and Youth a summary of recently established services in the county:

- A Mayor's Youth Advisory Council encourages action by organizations, agencies, and individuals toward meeting the needs of all children in the community after determination and study of such needs.
- Counseling service is now provided in the junior as well as senior high schools with special testing begun in grade schools.

- Remedial reading programs are provided, on a private basis, by a teacher and a psychologist.
- A school district attendance officer has enabled the court and schools to handle truancy cases more effectively.
- A Junior Achievement Program indoctrinates high school students in business methods.
- Two schools have been established for handicapped and retarded children.
- Through the united efforts of the community, a shelter care home has been established by a nonprofit corporation. A women's church group supplies good, used clothing for children at this project and for other children at the request of the court.
- A clinic for speech therapy and aid to crippled children is supported by the Easter Seal program.
- The Eastern Idaho Mental Health Organization, a private agency, sponsors counseling services for parents.
- Qualified social workers provide court probation services under a contract between the county and the State Board of Health.
- The Baptist churches sponsor a Junior Citizens Camp for delinquent children using a group dynamics approach. Financial aid from other civic organizations pays expenses for children recommended by the court.
- A local Altrusa club provides an emergency juvenile fund for use by the court where county funds are not available.

The Kansas State Department of Health has secured migrant health grants from the U. S. Public Health Service. The director of the Division of Maternal and Child Health, who attended the National Conference, serves as project director for one covering southwest Kansas. The Kansas Health Department is continuing its efforts to develop local health services in rural areas particularly to obtain public health nurses in rural counties which have none.

The Missouri Council on Children and Youth, through its Committee on Problems of Juveniles, prepared a *Guide for Community*

Study for Juvenile Court Services. The *Guide* is to be distributed through the divisions of the Missouri Association for Social Welfare with the suggestion that a local group be organized for this study. It is the purpose and hope of the Council that this study will promote action at the community level to improve juvenile court services.

The National Council of Juvenile Court Judges conducts a demonstration training program on problems of juvenile court judges serving rural areas. A national survey of juvenile court judges, comparing those from rural and urban areas as to age, education, etc., has recently been completed. Recent work conferences held in various states have concentrated on rural court operations.

The juvenile delinquency program of the Western Interstate Commission on Higher Education is involved in providing demonstration education experiences in remote rural areas to recruit and train personnel working with juvenile offenders in geographically remote correctional institutions. WICHE will also encourage states to develop continuing programs to provide meaningful educational experiences geared to local needs. In cooperation with other organizations, WICHE sponsored The Mountain States Institute on Expansion of Correctional Field Placements and Internships under a grant from the National Institute of Mental Health.

A report made to the U. S. Probation System by a probation officer who attended the Conference contained ideas of help to the Probation System on a national as well as local level.

The Oklahoma Department of Public Welfare is developing a comprehensive program for the mentally retarded which will provide continuous service to mentally retarded living in rural as well as urban areas.

VIII. FOSTER MORAL AND SPIRITUAL VALUES

For years organized church bodies through the local clergy have ministered to the needs of people living in rural areas, often providing counseling, educational, and welfare services not available elsewhere. Special missions to minority groups, such as Indians and migrant workers, have been well established. All faiths having congregations in rural areas were represented at the Conference and several have reported on their following activities.

The secretary of the Church in Town and Country of the National Lutheran Council convened the youth leaders from the three major

Lutheran Churches to explore the possibility of holding a study conference to consider the issues identified at the National Conference and to suggest actions to be taken. The study conference, scheduled for 1965, will strive for greater awareness on the part of the Lutheran Church of the problems confronting young people in rural areas and those who leave rural areas for urban centers. It also aims to acquaint church leaders with nonchurch resources also working with youth in rural areas. The study conference will make use of papers presented at Stillwater and especially written theological papers. It will seek to produce a resource book to be used as a tool by Lutheran Church bodies in developing programs and services to their congregations and their youth. Lutheran laymen involved in civic youth activities and key young persons will meet with rural pastors who work with youth.

At the National Convention of the Catholic Rural Life Conference, a main workshop was devoted to the problems of rural youth. A survey of outstanding young people was discussed at the workshops to learn from their experience how youth can cope, and be helped to cope, with the changes confronting them today. The *Manifesto on Rural Life*, a summary of basic philosophy, is being revised. The chapter on rural youth will reflect current information and thought, much of it being drawn from the National Conference held at Stillwater. A report of the National Conference was printed in *Catholic Rural Life* magazine and also sent to editors of Catholic weeklies.

The Sisters' Rural Life Committee of the diocese of Toledo (Ohio) studied various facets of the problems presented at the National Conference. Teachers in the Catholic schools of the diocese, organized as The Teachers' Committee on Rural and Urban Christian Living, have scheduled a meeting in which the problems of the family will be highlighted. The Superior General of a convent in Tiffin, Ohio, who attended the Conference as a representative of the National Catholic Education Association, reports that three Sisters will be sent to work among the people in North Carolina, their interest heightened by the topics discussed at the Conference.

The representative of the Southern Territorial Commission of The Salvation Army served as the recorder of the workgroup studying, "The Changing Role of the Church in the Total Development of Rural Youth." This group discussed the migration of rural youth to urban areas and how churches, schools, and other agencies could help these young people prepare for and adjust to their changed environment. In her report to her organization she noted that The Salvation Army had long worked with low-income families and could help meet the needs of young people from rural backgrounds as they move to urban areas. All of the representatives of The Salvation Army submitted reports to National Headquarters, as well. These were shared with the four Territorial Headquarters with the suggestion that they take particular note of those areas of particular significance to each region. National Headquarters also called to the attention of key personnel the background papers which have pertinence to The Salvation Army's program which has always emphasized moral, ethical, and spiritual values.

The National Council of Churches has moved on two planes of communication and action with the denominations constituent to the Council. The Committee on Children's Work is working with 17 state councils of churches in setting up regional conferences in 1965-1966 on "The Church's Ministry with Children." The conferences will provide an opportunity for church leaders to study what is happening to children in their own regions, what are the outstanding educational, welfare and religious needs of all children, and what church leaders can do to help meet these more effectively. The Committee on Children's Work is also involved in interdisciplinary conversation with representatives of professoinal educational and and welfare organizations to determine needed services for preschool children which can best be furthered through cooperative action. The National Fellowship of Indian Workers meeting in Estes Park, Colorado, July 1964, included a workshop on problems of Indian children and youth. The Department of the Church in Economic Life conducted a consultation on "The Church and Youth Employment" in January 1964. The Department of the Church in Town and Country released a film on poverty, entitled "The Captive" which deals with the problems of the captive poor and especially dramatizes the plight of thousands of rural youth. *Town and Country Church* magazine has carried a number of articles on rural youth. Among the many projects and programs underway or contemplated are day-care centers for children of agricultural and migratory workers, remedial education programs for children of migratory workers, and a literacy program for migrant children.

IX. ASSIST IN ADJUSTMENT TO URBAN LIVING

Delegates to the Conference were made aware that one of the major problems facing rural youth in a changing environment is inadequate preparation for urban living for those young people who, for a variety of reasons, must leave their rural surroundings. Several organizations represented at the Conference are attempting to fill this gap.

The General Board of the Methodist Church is sponsoring several pilot projects throughout the country to minister to the single adult, which by the very nature of our society, means a ministry to many rural youth. In Omaha, Nebraska, for example, orientation programs designed for persons moving from the rural area to that city have been undertaken. Later, when they move to the city, they may participate in small groups designed to be of personal help, spiritually, culturally, and socially. Broader programs will be developed to orient rural youth to the city environment including education concerning housing, transportation, employment, and religious and volunteer service opportunities.

The Iowa Town and Country YWCA is engaged in a program for groups of high school girls and parents in small communities to help them prepare for the adjustments involved in moving to larger communities. A kit of resources is being developed for this program which will be available to girls in over 100 communities. Another method will be to bring the girls to a large city for a one-day visit to help them become better prepared for the transition.

Cincinnati is so geographically located that it attracts many migrants from the rural areas of Kentucky, Tennessee, and Indiana. To help these youngsters adjust, The Citizens' Committee on Youth has a program involving volunteers to provide services to inmigrant youth. This Volunteer Youth Work Program: reaches out to detached, vulnerable youngsters before they become involved in serious antisocial behavior; employs volunteer workers to work with groups of young people with minor behavior problems; involves a network of the city's social agencies, public and private organizations, churches, parents, and interested citizens to support the program.

The Allentown (Pennsylvania) Council for Youth, after hearing a report of the Conference, is now engaging in a study of rural-urban integration of agencies' services. The school board is aiming to use local facilities for an area technical school to serve rural as well as urban youth.

X. CONDUCT APPROPRIATE RESEARCH

The background papers and other materials developed by the Conference constitute a major body of research into the problems of rural youth in our changing society. Delegates to the Conference, many of whom are associated with universities, land-grant colleges and other educational institutions, have carried on this research.

The American Personnel and Guidance Association conducted a survey into financial aid plans for 1964 graduates of a small, selected sampling of rural schools.

The Chairman of The Center for Cultural Studies (Adams State College, Alamosa, Colorado) has developed two major action-research projects: a demonstration day-care center for environmentally retarded children to develop effective culturation programs for young (3-6 years) Spanish-American children; and an adult migrant education project covering a four-state area.

An assistant professor and instructor of Rural Sociology at Pennsylvania State University are engaged in research into the group and individual level correlates of approximately 8,000 rural youth who leave school prior to graduation.

An extension area community development agent started a survey of youth problems in four counties of Missouri. Problem areas to be studied are: dropouts; higher educational needs, both academic and technical; careers and employment opportunities; local activities for youth; juvenile delinquency; and problems of city migration.

The Agricultural Experiment Station of Louisiana State University is participating in planning a Southern Regional S-44 research project to study the occupational environment of rural youth.

An associate professor of economics at Indiana University is continuing research in the general problem of rural underemployment. Two formal papers have been prepared. *Underemployment in the South,* was presented to the Southern Economic Association; *Area Development: General and Selective Approaches* was presented before the Association of Southern Agricultural Workers.

An author of a background paper for the National Conference prepared a paper for the Indiana Governor's Youth Council's annual meeting which focuses on the problems of rural youth in Indiana.

The Department of Agricultural Economics of the University of Illinois College of Agriculture has carried forward a study of the vocational and educational needs of rural youth, making use of materials from the National Conference. A professor of rural sociology who attended the Conference prepared a paper, *Rural Youth Resource Development*, for the Rural Pastors and Lay Leaders Short Course.

A Workshop on Adolescence was organized at the Chicago Institute for Psychoanalysis in which an attendee of the Conference participates regularly. A psychiatrist, she also serves on the staff of two hospitals which are planning expansion of adolescent units with extended and improved inpatient and outpatient care.

AREAS OF CONCERN

Arkansas

Education is the basic need—education for jobs and for responsible citizenship.

Parental education to upgrade the quality of the home.

Parental interest and active participation in youth programs.

California

Increasing youth employment opportunities through: training geared to meet present occupational needs, intensified job development efforts, and adequate and current counseling materials.

Revamping, modification, and clarification of laws and regulations pertaining to employment of youth in agriculture.

Colorado

Determining causes of rural dropouts and stimulating continuing educational opportunities.

Improving the education of migrant children.

Increasing concern for the problems of environmentally disadvantaged children.

Educating personnel to work with those in remote areas who have difficulty with the law.

Relating the quality of public school programs and the ability of the rural community to be self-renewing.

Florida

Job training for recent high school graduates not planning to attend college.

Custodial care, psychological counseling, and adequate casework for the juvenile delinquent and the neglected child.

Hawaii

School dropouts and youth training and employment.

Special educational services for all children who need them.

Strengthening of moral values.

Idaho

Attention to droput problem and other school needs of children.

Rehabilitation of delinquents.

Providing more adequate recreational facilities for young people.

On-the-job training for young people.

Illinois

Provide additional education and training for the 60 percent of the rural youth in the State who do not go to college but who desire further preparation.

Help young people who leave rural areas to adjust to urban society and help those who remain find meaningful lives.

Develop a deeper and clearer understanding of the adolescent process and the factors contributing to healthy maturation into adulthood.

Indiana

Strengthen the schools; upgrade rural school standards; attack the drop-out problem; and coordinate, initiate, and expand related educational programs.

Improve counseling, vocational guidance, and expand employment opportunities.

Arouse public understanding of youths' problems and mobilize the community's resources to overcome them.

Conduct research in order to make effective plans for the future.

Increase awareness of the magnitude and persistence of the economic problems of the area; for example, declining population and falling farm values in rural Indiana leading to movement of rural youth to urban areas.

Iowa

Provide assistance to the local community to determine their particular youth problems, assess their resources for solving these problems, and develop a plan of action in accordance.

Increase employability of the "disadvantaged" youth suffering from inadequate educational attainment and work preparation, unrealistic motivation, and inability to obtain or hold a job.

Help in vocational training and counseling of rural youth, especially in adjustment to a new community.

Develop methods, often lacking in training programs, to channel rural talent into urban employment.

Improve educational programs to solve problems of school dropouts, youth employment, and physical and mental fitness.

Kansas

Coordinating of services and assistance to local groups interested in community planning.

Disseminating information from the national level to local groups.

Improving health services to rural youth, especially children of migrant families, including accident prevention, poison control and expanded mental health facilities.

Obtaining more professional help for children who are mentally ill or mentally retarded.

Preparing youth for living in today's world, particularly training rural youth for nonfarm jobs and living in an urban society.

Motivating, enrolling, and holding students in suitable training programs. Channeling more information on career exploration and opportunities for higher education to rural young people.

Giving increased attention to school dropouts, vocational training and retraining, and juvenile delinquency prevention.

Kentucky

School improvement (teachers, curriculum, facilities) for all rural youth and particularly to prevent school dropouts.

Education beyond high school to train unemployed youth and adults.

Special programs to assist culturally deprived youth.

Louisiana

Expansion of occupational training for rural youth.

Maryland

Provide technical education and training for school dropouts so that they might be more effectively employed.

Keep vocational training and career exploration programs in pace with technological needs.

Youth-serving agencies work more closely with low socioeconomic groups and deal with minority racial youth "who do not have the opportunities that they should have."

Michigan

Improving education, counseling, employment opportunities, and training for occupational preparation.

Preparing for migration to urban communities.

Attacking the problems of school dropouts, rural poverty, and unemployment.

Minnesota

Prevention of school dropouts and encouraging rural youth to explore the advantages of continuing education, even beyond high school.

Increasing employment opportunities of rural youth in cities and the relation of rural youth to the general problem of unemployment.

Providing leadership by the church and state for smaller, rural communities.

Increasing attention to the problems of Indian youth.

Missouri

Youth employment is of crucial importance since the state "cannot begin to supply employment to fill demands of jobless young people." Disadvantaged youth, including dropouts, should be given priority.

How to equip young people, lacking skills, to suit the labor conditions of today and keep them alert to the fact that they must be adaptable and flexible enough to change skills as necessary.

How to adapt services, and make services known to the considerable number of farm youth, and those from small towns, who migrate to the metropolitan areas.

Higher education, both in colleges and technical schools, is needed in rural areas.

Rural Area Development to enable rural communities to render needed services.

Nebraska

Community and area development in fields of economic opportunities, welfare, leisure-time activities, and spiritual development.

Educational needs are most pressing, especially concern for rural dropouts, vocational guidance, and programs for 17-26 year olds.

Changes in rural population necessitate changes in services and programs.

New Hampshire

Using Rural Area Development method to muster the people of the community to take action in helping the young people to solve some of their problems.

The main problems of youth seem to be concerned with school dropouts and careers.

New York

Extending vocational, technical, and special education in rural areas. Teaching and training in areas of family life for problem and substandard living groups, sponsored by the schools, the courts, and welfare agencies.

Coordination of efforts and improved lines of communication between organizations in the State.

Augmenting vocational training leading to employment.

Informing the public to arouse civic interest.

North Carolina

Improvement in the quality of education offered in rural schools, including:

- preschool or kindergarten experiences for underprivileged children,
- consolidation of small schools and small administrative units,
- employment of additional trained counselors and school librarians,
- starting vocational education in lower grades,
- extension and improvement of adult education,
- reduction of the very large numbers of school dropouts.

Development of greater opportunities in employment.

Establishment of county mental health clinics, industrial education centers, and domestic relations courts.

North Dakota

Regional mental health facilities for emotionally disturbed children with adequate diagnostic, psychiatric, social, and family services.

Job training program for unskilled educables.

Ohio

Improving educational facilities for *all* children (including the delinquent, the severely retarded, etc.) to prevent school dropouts.

Establishing regional institutions to provide vocational counseling and training for employment in trades that still have opportunities.

Helping youngsters from other states who migrate to cities in Ohio to make the necessary adjustments.

Founding countywide youth study committees.

Eliminating poverty pockets within the State.

Oklahoma

Stimulating community awareness of problems facing youth today, meeting the school dropout situation, and providing adequate educational opportunities for our changing times.

Development of family life, general education, and vocational training for rural youth.

Providing adequate educational opportunities and service to parents and others in resolving problems connected with the child's growth and development.

Learning more about the motivation for learning in order to prevent dropouts and keep all children learning at their potential.

Establishing industrial or trade schools for dropouts and potential dropouts.

Strengthening the school system through reorganization, smaller classes, increased salaries to attract better teachers, vocational training to regain or hold interest of children who can succeed at working with their hands.

Establishing training centers (dispersed throughout the State) for the rehabilitation of delinquents and county detention homes for minor offenders.

Detecting, early in life, and aiding emotionally disturbed children and the mentally retarded.

Preparing our youth for parenthood by teaching boys as well as girls their responsibilities at the junior high age.

Increasing attention to health and physical welfare.

Training school lunch managers in Rural Area Development counties to improve lunches for school children.

Broadening opportunities for the employment of youth.

Expanding services and programs to help families and communities adjust to our mobile society.

Helping the youth of Indian parents and helping Indian families to raise their vision, especially in regard to work attitudes, the worth of education, and prevention of juvenile delinquency.

Oregon

Employment opportunities for youth who do not complete academic education—need for large-scale youth employment training program.

School dropouts and delinquency.

Education of children of migratory farmworkers.

Pennsylvania

Economic opportunities for youth in areas faced with chronic underemployment.

Vocational education and more area technical schools.

Prevention of juvenile delinquency, particularly for rural youth seeking jobs in cities.

South Dakota

Improvement and strengthening of vocational education to meet the needs of youth.

Improving programs of guidance and counseling.

Expanding opportunities for employment.

Improvement in resources available to juvenile courts so that they may more effectively deal with problems and correct juvenile offenders.

More effective legislation to prevent and deal with abuse of children.

More vocational schools, employment services and opportunities needed for Indian youth.

Tennessee

Mobilizing local communities, predominantly rural, for action programs.

Texas

Financing rural education to better serve needs of migrant children, potential dropouts, and all those who need adequate preparation for changing patterns of successful family life and gainful employment.

Preparing youth in high school for jobs including counseling as well as vocational training, which should be extended into newer areas for rural girls.

Providing employment opportunities in rural areas for young people.

Inculcating a sense of responsibility in this generation of youth rather than the idea of "taking without earning."

Breaking the cycle of poverty.

Innovating techniques in discovering and developing persons with leadership potential in small towns and rural areas.

Preventing of juvenile delinquency.

Serving children with handicaps and other needed health services due to some rural counties having total populations of less than 2,000.

Solving the transportation problems which prevent some rural youth from partaking of extracurricular programs of organizations not directly related to school activities (e.g., Boy Scouts, Camp Fire Girls, etc.).

Vermont

Strengthening the schools.

Mobilize the rural community for action.

Virginia

Increasing the median educational level.

Improving guidance in rural schools to prevent dropouts, and aid students in necessary training to find suitable work opportunities.

Providing opportunity for nonfarm employment.

Developing better communication between professional staff members of existing services.

West Virginia

Education, prevention of dropouts, and youth employment.

Job training, not for specific skills that may become obsolete, but to train young people to live in an era of change and in urban situations.

Development of human resources as well as economic resources.

Extending basic services to remote areas.

Wisconsin

Disseminating facts on employment opportunities and the need for education and training to fit them.

Reaching young people, especially from poverty groups, who could benefit from a youth organization.

Helping parents see that the situation today's youth faces is different and requires *urgent* attention.

Educating the public about the "myths" concerning rural youth.

RURAL AREAS OF CONCERN REPORTED BY NATIONAL ORGANIZATIONS REPRESENTED

Among the many representatives of national organizations who attended the Conference and replied to the questionnaire were several who reported on the overall program emphasis of their organization as it relates to rural youth. Selected comments of such national representatives are listed here.

American Medical Association—Council on Rural Health

The emotional health of rural youth.

American Personnel and Guidance Association

Develop better action programs at the state and local level with a stimulus from the Federal level.

The Boy Scouts of America—Rural Relationships Service

That all boys, including those from underdeveloped rural communities, have opportunity to belong.

That scouting increase its efforts to act as a bridge for boys migrating from one area to another, especially from rural to urban areas.

Problems presented by boys of migrant areas, racial and ethnic groups. Acceleration of Explorers program, with emphasis on career preparation and selection, for high school boys in rural communities.

National Committee on the Education of Migrant Children

National and interstate planning for the education of migrant children to assure continuity of the child's education as he travels from state to state.

The National Council of Juvenile Court Judges

More adequate treatment facilities and more trained personnel needed by rural juvenile courts.

**National Education Association—
Department of Classroom Teachers**

The greatest need is to involve the classroom teacher in planning and carrying out activities, since it is he who works directly with youth, day in and day out.

National Recreation Association

Education for leisure and providing adequate recreation areas, facilities, programs, and leadership are the biggest needs.

**United Presbyterian Church in the U.S.A.—
Board of National Missions**

Need for improvement in education and guidance of Negro youth, Southern Appalachian youth, Indian-American youth, and Spanish-American youth.

SUGGESTIONS BY CONFERENCE PARTICIPANTS AS TO HOW THE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH CAN BE MOST HELPFUL IN FOLLOWING UP THE CONFERENCE

Convene Conferences

A majority of those replying to the questionnaire voiced overwhelming enthusiasm for a regional conference or workshop on rural youth problems sponsored by the National Committee for Children and Youth in cooperation with their organization or state committee. Selected comments from the replies follow:

> primarily for the exchange of ideas and information for areas having similar interests and problems,
>
> we recognize that problems in one state are very akin to those in surrounding states,
>
> to discuss *area* problems as well as checking on progress already obtained,
>
> to bring the problems closer to the people and allow participation of local people,
>
> would assist greatly in coordinating efforts,
>
> possibly joint meetings with Rural Areas Development Commit-
>
> tees at county and state levels,
>
> perhaps aimed more sharply at certain areas of concern.

Others suggested that statewide conferences were preferable to regional meetings, either sponsored by the National Committee for Children and Youth or with NCCY assisting local groups to stage such conferences, in order to:

> focus upon special problems endemic to the area,
>
> identify state resource persons whose services can be enlisted as speakers, consultants, etc.,
>
> give continuity and perspective to the national effort,
>
> get down to the local level and work with individuals and small groups.

Other suggestions concerning this topic include:

> the National Committee for Children and Youth hold a national

conference focused on one of the problems discussed at the Oklahoma meeting,

plan workshops for rural program people operating specific projects in youth employment training, community development, and rural agency services.

Publish Findings of the National Conference

In recognition of the unique contribution made by the materials prepared for and developed at the Conference, many replies urged wide dissemination of those materials.

Several replies suggested that a dramatic report of the Conference, akin to *Social Dynamite,* would generate interest throughout the country and motivate action.

Others mentioned that the findings would be of inestimable assistance as a reference source.

The report would, in the opinion of many, give a summary of the basic issues identified at the Conference which need immediate attention.

Widespread distribution of the report, through the state committees and national organizations, was called for so that all interested groups, institutions, and agencies would become aware of the problems.

One reply urged the National Committee for Children and Youth to carry on the preparation of background papers to get the "best minds of our day" to isolate and point out the key issues.

Serve as a Clearinghouse

Acknowledging that this is one of the primary functions of the National Committee for Children and Youth, a preponderance of the replies recommended that NCCY, through its *Followup Reporter* and other means, distribute publications and findings from other groups in other areas to:

coordinate the exchange of information, utilizing both written material and meetings, so that all concerned can take advantage of ideas and experiments currently underway;

share information as to how the various states and organizations are following up on the Conference;

identify and describe successful programs to be used as models by rural areas not equipped to experiment without such guidance;

provide descriptive materials on programs in force and on new developments as they arise from time to time;

keep those at the local level informed as to what is being done area and nationwide;

continue to focus attention on research findings, informational materials, and resources related to the subject;

provide for periodic feedback throughout the year from those who attended the Conference;

provide information on current literature and studies which develop new data on the subject of rural youth;

summarize the resources available, from voluntary organizations as well as government agencies, to help rural young people;

publish a guide booklet of sources of help for initiating and planning local action, list Federal agencies and private groups and what they can do;

publicize information enabling organizations to make applications for federally financed studies and projects;

distribute a manual of model programs in each area of rural youth problems as a "tool" for localities;

incorporate in the 1965 Report to the Nation the implications of the Rural Youth Conference in emerging needs.

Support Basic Research

Attendees at the Conference were made aware that before trying to solve the problems of rural youth the causes must be clearly delineated. They, therefore, suggested that the National Committee for Children and Youth should stimulate the support of more studies in the crucial areas on which the Conference focused attention. Such support would:

make available, for the guidance of economic policy makers, relevant data describing low-income persons, including rural youth;

lead to the production of useful curriculum materials suitable to expanding educational experiences of the environmentally limited;

stimulate financial support, via foundations, of action programs to ameliorate the problems facing rural young people.

One reply suggested that the NCCY plan a demonstration project for a typical rural community involving educational programs, social development, and vocational objectives—in other words, "a community in action." Representatives of many fields, education, psychology sociology, medicine, rehabilitation, and employment security, should be involved.

Inform the Public

Several replies indicated that the National Committee for Children and Youth could be most helpful by providing information to the public in the various areas discussed at the Conference, calling to the attention of citizens the problems, based on actual findings not on fancy or prejudice, and proposed solutions. One respondent stated, "Get our message to the people. Stay with our recommendations until tangible results are accomplished." Methods suggested included:

> preparing articles for newspapers, magazines, and house organs to stimulate post-Conference follow through;
>
> getting the "information and inspiration" of the Stillwater meeting to every high school in the land;
>
> encouraging established farm organizations, such as the Farm Bureau and the Grange, to include the problems of rural youth in their educational programs;
>
> interesting mass media in the problems of this special group.

Continue Followup

A number of methods of continuous followup of the National Conference by the National Committee for Children and Youth were presented:

> annual or biennial followup questionnaires to the Conference participants with continuing reports of activities in the states and regions resulting from the Conference;
>
> periodic reminders to the delegates calling attention to the significant findings of the Conference to help keep the needs focused;
>
> keeping in touch with the resource people assembled for the Conference "so that the continuing influence of these impressive people can be spread for the improvement of rural life";
>
> continue to give national leadership and inspiration to local areas thus stimulating local activities;
>
> periodic reports of rural renewal and redevelopment activities.

Involve State and Federal Governments

A significant number of replies called upon the National Committee for Children and Youth to involve governmental agencies to secure action.

> Since many of the problems cannot be handled on a local or state basis, because of the mobility factor, national coordination is needed. One respondent suggested that the U. S. Departments of Agriculture; Labor; and Health, Education, and Welfare cooperate to help local communities.
>
> State and national lawmakers must be apprised of the needs of rural youngsters so that they will make the appropriations necessary to implement constructive programs.
>
> Work with appropriate state and federal agencies involved with rural economic development.
>
> Seek appropriations to effectuate legislation already enacted.
>
> Work with a committee of representatives of key Federal agencies to review proposed projects that need federal support.
>
> Inform member organizations of legislative proposals, promote government action to help youth.

Encourage Organization at Local Levels

Several replies to the questionnaire outlined steps the National Committee for Children and Youth could take to ensure action at Local levels:

> encourage state committees to form subcommittees on rural youth to coordinate activities of all groups and agencies working in this field;
>
> stimulate formation of councils on rural youth training and employment in counties and states involving schools, churches, extension services, farm organizations, employment services, and other youth-serving agencies;
>
> employ regional youth consultants to visit state committees to evaluate planned actions, motivate committees to take action where needed, and stimulate exchange of information among committees;
>
> provide persons to brief local communities on methods of implementing a program to aid rural youth.

PROGRAMS AND PROJECTS FOR RURAL YOUTH

ADJUSTMENT TO URBAN LIVING

MAYOR'S FRIENDLY RELATIONS COMMITTEE

In Cincinnati, the Mayor's Friendly Relations Committee has been coordinating several activities aimed at solving the rural-to-urban migrant problem. Among the community groups, agencies, and individuals involved are school leaders representing schools containing large groups of migrant pupils. Activities include: leader workshops and visitations to eastern Kentucky which help participants learn more about previous conditions; local church groups arranged to have minister live with migrants in the city. His (and wife's) reports have helped schools understand migrants' culture; curriculum changes made in schools, more personal services provided, greater attention to need for increasing reading skills, and most academic subjects offered on at least three levels of difficulty; day and evening classes for dropouts; adult education courses for families of migrant children to upgrade jobs and therefore create better home life for children. For further information, contact:

James M. O'Hara, Director
Division of Guidance Services
Cincinnati Public Schools
Cincinnati, Ohio

ORIENTATION CENTERS

In Milwaukee, Orientation Centers for children of inmigrant and transient parents have been established to help these children adjust to the community and to catch up in school work before they are placed in regular classrooms. The Orientation Center provides a variety of psychological, health, welfare, and remedial services. The length of time spent in a center depends upon the needs, the strengths, and the weaknesses of each child. Classes are ungraded and have a maximum of twenty pupils. For further information, contact:

Dr. Dwight Teel, Assistant Superintendent for Curriculum and Instruction
Board of Education
1111 North Tenth Street
Milwaukee, Wisconsin

ROVING AND DETACHED WORKER PROGRAM

This is a program sponsored by the Appalachian Fund through the Emanuel Community Center to aid youth in a section of Cincinnati, Ohio, where a high ratio of migrant southern-mountain youth are having difficulty adjusting to urban living. The program functions through roving leaders who contact isolated youth, newly arrived migrants, etc. Among the services provided are group therapy and employment counseling. For further information, contact:

The Rev. William Nelson, Superintendent
Emanuel Community Center
1308 Race Street
Cincinnati 10, Ohio

CHURCH

EDUCATIONAL COUNSELING SERVICE

The Educational Counseling Service of the Board of National Missions of the United Presbyterian Church in the USA is now in its sixth year of working with disadvantaged and culturally deprived youth, helping to cut down the dropout rate among minority youth and to help save talent that is too often wasted. Three field counselors are at work under the program. In the Southeast, one works primarily with Negro youth; in the Southwest, another works among Spanish-Americans; a third works with Indian-American youth.

Last year, the Service made more than $100,000 available in National Missions scholarship funds through its Scholarship Program. It helped 124 young people find complementary or other scholarship aid. It assisted a total of 1,276 young people with their school problems—finances, choice of vocation, course or college—and family or personal concerns that would tend to lower their achievement. For further information, contact:

Dr. Ernst H. Suerken, Director
Educational Counseling Service
Board of National Missions
United Presbyterian Church in the USA
475 Riverside Drive
New York, New York 10027

FAMILY LIFE EDUCATION

Ministry to Families is a 100-page handbook for local churches, with program suggestions and specific bibliography, including audio-visual aids, in the following areas: parent education, family worship, family relations, sex education, marriage education and counseling, and is intended for family life committees of local churches. Obtainable for $1.00 from Concordia Publishing House, 3558 South Jefferson Avenue, St. Louis, Missouri 63118. For further information, contact:

Dr. Oscar E. Feucht
Board of Parish Education
The Lutheran Church—Missouri Synod
210 North Broadway
St. Louis, Missouri 63102

LUTHERAN YOUTH RESEARCH

The three major Lutheran church bodies, through their youth departments, cooperate in a research program which has been used to develop a youth inventory. The Inventory Service was started in 1961 to increase understanding of youth, responsiveness among youth, concern among adults and to bring about more meaningful and relevant youth activities. A complete description of the 5 years research is reported in *Profiles of Church Youth,* published by Concordia Publishing House, September 1963. Subsequent volumes are anticipated as the activity of the research agency is a continuing one. For further infomation, contact:

Dr. Merton Strommen
Lutheran Youth Research
Protestant Center
122 West Franklin
Minneapolis, Minnesota 55404

RURAL LIFE SUNDAY

In two parishes in South Dakota, Rural Life Sunday programs have two purposes: to place a spiritual emphasis on work, farming in particular, and to give youth recognition in their endeavors. It is hoped that youth will be guided into areas of work which will make use of their agricultural background and to help, through education, those who remain on the farm. The programs have an annual theme—for example, in 1963, the theme was "Career Exploration for Our Youth in our Changing Society." The programs are attended by the families of the congregation as well as community leaders such as county extension agents, 4-H club leaders, etc. For further information, contact:

The Reverend Robert Schlinkert
American Lutheran Church
Mound City, South Dakota

COMMUNITY

CHARLESTON AREA COMMUNITY STUDY

A study undertaken in the Greater Charleston Area, under a planning grant from the United States Department of Health, Education, and Welfare, to survey the social milieu and evaluate services to children and youth. Major social institutions and agencies studied were the schools, courts, police, private welfare agencies as well as informal groups. Recreational and job opportunities were examined and related to youth attitudes and behaviors. Another aim was to correlate inadequacies in community services with social pathology, including juvenile delinquency, youth crime, school dropouts, etc. This study led to establishment of Action for Appalachian Youth program. For further information, contact:

Gordon Jaeck, Project Director
Charleston Youth Community, Inc.
Terminal Building
8 Capitol Street
Charleston, West Virginia

EASTERN KENTUCKY RESOURCE DEVELOPMENT

This is a 7-year project, made possible by a Kellogg Grant, in a 30-county area in eastern Kentucky. It includes development of human resources, natural resources and man-made resources. Special assistance is offered in organization for development and in action projects. For further information, contact:

R. Keith Kelley, Chairman
Eastern Kentucky Resource Development Program
Experiment Station Building
Lexington, Kentucky

GREAT BEND YOUTH PANEL

This panel of young people was founded by a group of high school students in 1961 and since then has worked with the Council of Churches, the Kansas Council for Children and Youth, and the high school student council. A conference was held March 29-30, 1963, on "The Role of Youth in Society Today," with workshops on youth's role in four segments, education, religion, government, and social service. It is planned to establish a Youth-Adult Council in Great Bend "to help smash the barrier between youth and adults." For further information, contact:

Great Bend Youth Panel
Recreation Building
Great Bend, Kansas

NATIONAL GRANGE COMMUNITY PROGRESS PROGRAM

Under this program, cosponsored by the National Grange and Sears-Roebuck Foundation, awards are given to Subordinate Granges which do the most to improve their communities. The program operates on a 2-year basis, and the first awards will be given in the fall of 1965. The program includes both youth and adults. In fact, its aim is to be of service to rural Americans of all ages. For further information, contact:

William J. Brake, Director
Grange Community Progress Program
314 North Walnut Street
Lansing, Michigan 48933

RURAL AREAS DEVELOPMENT COMMITTEE, SUMTER COUNTY, GEORGIA

Business, agricultural and government leaders, members of the local RAD committee, joined with the Americus and Sumter County Development Corporation to face the problem of an increasing exodus of its rural citizens. Since 1960, twenty new or expanded businesses have been established, 884 new jobs created, and the community improvements include new schools, expanded library services and recreational facilities. For further information, contact:

Office of Rural Areas Development
U. S. Department of Agriculture
Washington 25, D. C.

RURAL FAMILY RECREATION

Each year since 1962, a National Rural Family Recreation Seminar is held to bring into sharper focus the current status of rural recreation and is designed to help rural families take advantage of the opportunities for recreational experiences. Participants are selected on the basis of responsibility for rural recreation, interest and experience, and geographical representation. Material studied has been developed by the U. S. Department of Agriculture, the National Recreation Association and similar organizations. For further information, contact:

Arthur F. Wileden, Professor
Department of Rural Sociology
University of Wisconsin
Madison, Wisconsin

RURAL YOUTH LEADERSHIP TRAINING

The West Virginia State Supervisors of Vocational Agriculture, Vocational Home Economics, and Distributive Education have made plans to combine efforts in providing systematic leadership training for members of various youth organizations, such as the Future Farmers of America, Future Homemakers of America, and Distributive Education Clubs of America. Emphasis on the need for rural leadership will be stressed. Knowledge of each other's organization will be a secondary goal. For further information, contact:

State Supervisor of Agricultural Education
State Department of Education
Capitol Building
Charleston, West Virginia 25305

STAR VALLEY DEVELOPMENT ASSOCIATION

This Association in the Star Valley area of Lincoln County Wyoming, with the assistance of the Area Redevelopment Administration and the Small Business Administration, brought new industries and new jobs to the area. Other benefits included: school teachers' wages have been increased; more young people have remained in the Valley; a forest insect control program gave summer employment to about 150 students; and unemployment has been reduced. For further information, contact:

Dr. O. B. Perkes, President
Star Valley Development Association
Lincoln County, Wyoming

UNITAH COUNTY REFERRALS COMMITTEE

This committee was formed over 10 years ago because of the realization that many of the cases handled by school and welfare officials involved the same children. The committee, consisting of the director of pupil personnel, the director of public welfare, the probation officer of the juvenile court, two public health nurses, a counselor from each secondary school, the county sheriff and the director of curriculum and instruction of the school district, meets weekly in a joint attack of community agencies upon common problems. Because of a natural geographical division and a large Indian population, a second referrals committee was organized in the Roosevelt area. For further information, contact:

Dr. H. Reese Anderson, Assistant Director
Division of Pupil Personnel Services
Utah State Department of Public Instruction
Salt Lake City 14, Utah

WASATCH COUNTY YOUTH FITNESS PROJECT

A Coordinating Council, with representation from all community groups interested in children, was established in 1952. A personal record for each child, including scholastic, physical, spiritual and social data, was developed by the Wasatch Board of Education, for use by the Guidance and Counseling Center. The Council recommends programs to the various organizations within the community and serves in an advisory capacity. As a result of this program, school dropouts and teenage marriages have decreased, the percentage of graduating seniors continuing on into higher education has increased and more scholarships have become available. For further information, contact:

Ferrin D. Van Wagoner, Superintendent
Wasatch County School District
Heber City, Utah

A YOUTH PROGRAM FOR MONETT

The Monett, Missouri, Chamber of Commerce sponsors this summer youth program providing work opportunity and social and physical recreation. A Council for Youth, composed of adults, and a Council of Youth, consisting of young people, worked together to organize the program, which included sports, the arts and occupational training. Voluntary adult instructors were used throughout the summer and many civic organizations and businesses made valuable contributions. Plans for the future envision lowering the age limit to include eighth graders, widening representation on the Council of Youth, stabilizing the financial support and increasing service projects to the community by youth. For further information, contact:

Executive Secretary
Missouri Council on Children and Youth of the
Missouri Association for Social Welfare
113½ West High
Jefferson City, Missouri

YOUTH PROGRAM HANDBOOK

Based on a study of 5,110 teenagers made in cooperation with the Department of Rural Sociology in six areas of the State, the Agricultural Extension Service at Washington State University has prepared a *Youth Program Handbook*. The purpose of this workbook is to help communities organize and carry out youth activities that will meet their interests and needs, based on what teenagers are doing and what they want to do. It also provides a work guide to assist youth committees in program planning and projection. For further information, contact:

C. A. Svinth, Director
Agricultural Extension Service
Washington State University
Pullman, Washington 99163

DELINQUENCY

AREA CHILD WELFARE SERVICES, NORTH DAKOTA

This is a coordinated community prevention and rehabilitation program for youth and their families. It covers four rural counties in the northwest corner of the State, and is operated by the Public Welfare Board in cooperation with the juvenile court, county welfare boards and other local services. It grew out of three previous studies on North Dakota's needs in the juvenile area. Emphasis is laid on early diagnosis and treatment of emotionally disturbed children, only 15 percent of whom are referrals from the juvenile court. Followup services are also available to delinquents, and neglected or dependent children and youth, including Indian youth. For further information, contact:

Cameron L. Clemens, Supervisor
319 Eighth Street, West
Williston, North Dakota

GALENA PARK SCHOOL DISTRICT PROGRAM

This is an early identification program beginning in the first grade, involving school administrators, teachers, doctors, social workers and psychologists. The plan is to identify the special needs, both educational and emotional, of children in the first grade and then, through work with the parents and child, to meet the need. There are 15 individual educational programs covering most of the recognized special problems. The approach involves child, parents, and school staff at all levels. This program has been in operation for 8 years. It has assisted in reducing school dropouts and school behavior problems. It has increased the interest and support of parents and has opened the doors of knowledge to many children who would be lost in the average school. For further information, contact:

W. C. Cunningham
Superintendent of Schools
Galena Park Public Schools
P. O. Box 565
Galena Park, Texas

LANE COUNTY YOUTH STUDY PROJECT

This demonstration project, financed with funds from the President's Committee on Juvenile Delinquency and Youth Crime, seeks to alter the educational and occupational training patterns of rural youth, to avert massive unemployment and delinquency by expanding present programs, refocusing existing efforts and providing new services. Programs include: curricula and methods change, testing, guidance and counseling, teacher training, youth employment opportunity center, remedial skill and apprenticeship training, family life, parent education and home improvement. It is sponsored by the Lane County Youth Study Board, composed of representatives from business, agriculture, labor, education, medicine, government and social agencies and civic groups. For further information, contact:

Dr. Kenneth Polk, Project Director
Lane County Youth Study Board
P. O. Box 5223
Eugene, Oregon

RURAL YOUTH STUDY

The New York State Division of Youth has conducted a three-county study of rural youth to: determine the extent to which they manifest social problems, make an inventory of available services and indicate the extent to which these are used by "vulnerable" youth; and obtain a measure of rural youth aspirations and attitudes toward rural life. In one county, the study is limited to youth in migrant workers' camps. For further information, contact:

Lawrence W. Pierce, Director
New York State Division for Youth
155 Washington Avenue
Albany, New York

SCHOOL-COMMUNITY EDUCATION PROGRAM

The schools in Flint, Michigan, are open from 14 to 16 hours a day, 6 days a week for the entire year. Facilities, professional staff and volunteers provide opportunities for everyone in the community to participate in educational, cultural, recreational and social activities. Representatives from all the youth-serving organizations serve on the Advisory Committee and report that their programs and activities have been strengthened as more young people have been exposed to this school-community education program. And, despite a nationwide increase in delinquency, the rate in Flint has decreased 12 percent. For further information, contact:

Dr. Fred W. Totten, Director
Graduate Study and Community Education
1041 East Court Street
Flint 3, Michigan

YOUTH TRAFFIC COURT

Bartlesville, Oklahoma, has a Youth Traffic Court established by city ordinance to handle traffic offenders 18 and under, who attend high school. Youth operate all phases of the Court, and serve as judges and court officers after election by the high school students. No monetary fines are assessed; penalties include attendance at traffic school, writing themes and suspension of license. Despite increase in school enrollment, traffic offenses by juveniles have decreased since the Youth Traffic Court was established. For further information, contact:

Bartlesville Youth Traffic Court
Police Department
Bartlesville, Oklahoma

EDUCATION

CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN

This project aims to improve secondary education in the small central rural schools in the area serviced by the State University College, Oneonta, New York. Techniques used include use of correspondence courses and school aides; development of multiple classes and Saturday seminars for able students; and sharing of educational services and experiments with more flexible schedules. Five publications about the project are available (some carry a 50-cent charge). For further information, contact:

Dr. James J. Sampson, Executive Secretary
Catskill Area School Study Council
State University College
Oneonta, New York

COOPERATIVE BOARDS OF EDUCATION

Often a small school system does not have the financial means to include supplementary but necessary services such as guidance counselors, school psychologist, child welfare teacher, etc. In order to overcome this lack, three or four boards of education will engage the service of a specialist who will serve each school system on a prorated basis. In this way, small school systems can introduce special services to their schools. For further information, contact:

C. C. Trillingham, Superintendent
Los Angeles County School System
155 Washington Boulevard
Los Angeles 15, California

Ellsworth J. Carter, President
New York State School Boards Association, Inc.
111 Washington Avenue
Albany 10, New York

DELAWARE SCHOOL DROPOUT PROGRAM

Each school sends to the Delaware State Employment Service a list of students who drop out of school, stating name, age, grade and reason for dropping out. Employment Service sends an individual letter to each youth inviting him to the local office. There he is registered for work, given the General Aptitude Test Battery and scheduled for individual counseling. If advisable, in counseling he is urged to secure further education. If not, job placement service is provided. Reports are sent, periodically, to the participating schools. For further information, contact:

Dr. Margaret J. Seitz
State Supervisor of Counseling and Service to Youth
Employment Security Commission
801 West Street
Wilmington, Delaware

FLEMING SCHOLARSHIP PROGRAM

Sponsors of this scholarship program are the Oklahoma Medical Research Foundation, Frontiers of Science Foundation of Oklahoma, Inc., Volunteer Women's Service Corps of the Research Foundation, and the American Cancer Society. Its purposes are to stimulate an interest in scientific pursuits among high school students, help locate and encourage the intellectually talented students, and give to six Oklahoma high school students who have finished their junior year the opportunity to work closely for 2 months with leading scientists on research projects in the Medical Center. Applicants are judged on the basis of a valid and demonstrated interest in science, scholastic performance, citizenship, and ability to express himself well, both orally and in writing. For further information, contact:

Dr. Leonard P. Eliel, Executive Director
Oklahoma Medical Research Institute
825 Northeast Thirteenth Street
Oklahoma City 4, Oklahoma

HELP YOUTH PURSUE OPPORTUNITY

In Maine, a HYPO Committee, sponsored by the State School Boards Association and the State Department of Education, was formed to develop methods of reducing the number of dropouts from the public schools and to stimulate interest in increasing opportunities for postsecondary school education. Under a grant from the Vocational Rehabilitation Administration of the U. S. Department of Health, Education, and Welfare, the HYPO Committee evaluated practices in Maine and other states and published *Guidelines* containing suggestions for interesting all potential dropouts in education, including the physically handicapped, mentally retarded and emotionally disturbed. It analyzes reasons why young people leave school, describes programs that have been successful in increasing the number of students completing secondary school and suggests community programs. For further information, contact:

Philip A. Annas, Project Director
Help Youth Pursue Opportunity
Department of Education
Augusta, Maine

INDIANA STATE COMMISSION

The Indiana General Assembly established an Education Study Commission on Non-Graduating High School Students to study the dropout problem in the State and formulate recommendations for the 1965 session. The Commission is composed of 4 legislators and 11 educators and lay people. Business, labor and agricultural groups have cooperated extensively and offered staff services. For further information, contact:

John Hill, Commission Research Director
School of Education
Indiana University
Bloomington, Indiana

INTERMEDIATE ADMINISTRATIVE UNIT

A committee of the American Association of School Administrators and the Department of Rural Education, National Education Association, have undertaken this joint project to give special emphasis to the potential role of the Intermediate Unit in American educational administration. For further information, contact:

Dr. Robert M. Isenberg, Executive Secretary
Department of Rural Education
National Education Association
1201 - 16th Street, N. W.
Washington, D. C. 20006

LATE SCHOOL BUS SYSTEM

Invariably dropout studies show that the youngster who drops out of school seldom participates in extracurricular activities. In order to give all students an opportunity to participate, not only those who have their own cars or whose parents can pick them up after school, the "Late School Bus" system was instituted. All youngsters who want to participate in after-school activities could do so and know that they will be transported home afterward. The dropout rate at the Labette County Community High School is one of the lowest in the country. For further information, contact:

Curtis D. Sides, Principal
Labette County High School
Altamont, Kansas

LEWIS COUNTY TALENTED YOUTH SEMINAR

This seminar program, begun in 1955, affords gifted students from five participating high schools in Lewis County, New York, the opportunity to discuss a topic in depth for the entire school year. This includes viewing films, listening to music, reading good books and periodicals, taking field trips, etc. No grades or credits were given but followup studies have been convincing that the pupils found it helpful in their college work. The program is designed to help rural youth become familiar with critical thinking of a quality not possible in the typical rural high school. For further information, contact:

Dr. Glyn Morris
Director of Guidance
Board of Cooperative Educational Services
Lewis County Schools
Lyons Falls, New York

PREVOCATIONAL EDUCATION IN AGRICULTURE FOR EDUCABLE MENTALLY RETARDED SENIOR HIGH YOUTH

The purpose of this program is to demonstrate the potential and effectiveness of a work-study program for educable, mentally retarded youth in a cooperative school-farm project in a predominantly rural society. Fifteen students will participate in an enriched school program and engage in work experiences under the supervision of cooperating farmers in Bourbon County, Kentucky. Students will leave the program when they are considered to be gainfully employed and have reached their academic potential. This project is made possible by a grant from the Vocational Rehabilitation Administration, U. S. Department of Health, Education, and Welfare. For further information, contact:

William W. Bolton
Supervisor of Special Education
Bourbon County Schools
Administration Office
Paris, Kentucky

ROCKY MOUNTAIN AREA PROJECT

This project for small high school improvement has been in effect since 1957, involving cooperation between Colorado State Department of Education, the Fund for the Advancement of Education and the Ford Foundation. During the period 1957-60, reorganization has resulted in reduction of the numbers of school districts to fewer than one-half of those which existed in September 1957. Other features include: multiple-classes, correspondence courses, flexible scheduling, small group techniques, programs for talented youth, and utilization of community resources. For further information, contact:

Dr. Elbie Gann, Executive to the Assistant Commissioner
of Education
State Department of Education
Denver 2, Colorado

RURAL SCHOOL DROPOUT PREVENTION

The Red Lion Area School district in York County, Pennsylvania, inaugurated a three-pronged attack on the dropout problem in 1956. The curriculum was broadened and made more flexible, labels such as "academic," "commercial," and "agricultural" were discarded, and courses were geared to individual students based on extensive testing and intensive personal counseling. Parents were interviewed by counselors in the attempt to convince them of the close relationship between learning and earning. School officials enforced an administrative policy which had been on the books but not adhered to; except under extraordinary circumstances, no student under 17 may leave school. During the 7-year period ending June 1963, enrollment rose nearly 25 percent but the dropout rate decreased from 15 percent to 3 percent. For further information, contact:

Frederick P. Sample
Supervising Principal
Red Lion Area School
York County, Pennsylvania

RURAL YOUTH DROPOUTS IN PENNSYLVANIA

Two members of the faculty of the Department of Rural Sociology of Pennsylvania State University are engaged in research into the group and individual level correlates of rural youth who leave school prior to graduation. This study embraces approximately eight thousand Pennsylvania rural dropouts. For further information, contact:

R. C. Bealer, Assistant Professor
Department of Rural Sociology
Pennsylvania State University
205 Weaver Hall
University Park, Pennsylvania

SATURDAY SCHOOL

The Saturday School at Bennett College, a woman's college in Greensboro, North Carolina, operates under a 3-year grant from the Carnegie Corporation and Burlington Industries' Aid-to-Education Program. It is designed to meet the gaps in quality between high school and college teaching and learning, especially the lack of preparation for college which exists, notably in the South. About 70 academically talented high school juniors and seniors study for five and a half hours daily during a 6-week summer session. Classes in reading, comprehension, composition, mathematics and social studies are not remedial but designed to accelerate the girls who are capable of absorbing more than high school offers. Results show appreciable gains in scores on standardized tests, better adjustment to college, added incentive to students and parents toward higher education, closer relationship between the college and secondary schools in the area, and improved educational programs at the high schools, at Bennett College and at other nearby colleges. For further information, contact:

Charles E. Garth, Director
Saturday School
Bennett College
Greensboro, North Carolina

SEMINARS FOR RURAL TEACHERS

The College of General Studies of George Washington University, Washington, D. C., is conducting a semester of seminars on contemporary issues. The objective is to stimulate new ideas among those engaged in rural education by offering them an opportunity for greater understanding of our increasingly complex society. Educators in Fauquier and adjacent rural counties of Virginia are eligible to attend. For further information, contact:

R. C. Burns
Staff Associate, Conference Seminars
College of General Studies
George Washington University
Washington, D. C.

"STAY IN SCHOOL"

This is one of five national projects that make up the National Program of Work of Future Homemakers of America and New Homemakers of America. The objective is to encourage students to stay in school and to graduate, by emphasizing the importance of education as preparation for future roles in life. Local chapters conduct surveys among dropouts, help potential dropouts by tutoring or counseling, promote the desire to stay in school by use of posters, career clinics, school assembly or chapter programs and other measures. Resource materials are available, for some of which there is a modest charge. For further information, contact:

Betty Ruth Joyce, Associate National Adviser
Future Homemakers of America and New Homemakers of America
Office of Education
Department of Health, Education, and Welfare
Washington, D. C.

TEXAS SMALL SCHOOLS PROJECT

This project, cosponsored by the Texas Education Agency and the Texas Small Schools Association, is an improvement program for schools having an enrollment of less than 500. The objectives are to improve the quality of the instructional program, broaden course offerings, develop new methods and techniques of teaching and increase the professional competencies of administrators and staff. Methods used are multiple classes, supervised correspondence courses, school aides, programmed instruction, flexible scheduling, ungraded classes, and team teaching. Each year, a statewide workshop is held at The University of Texas for teachers and administrators from the project schools, of which there are 84 now participating. For further information, contact:

Mr. Charles T. Bitters, Director
Texas Small Schools Project
Box 12036, Capitol Station
Austin, Texas 78711

THE GOVERNOR'S SCHOOL

Under the direction of the North Carolina State Board of Education, a residential summer school for highly talented students, both in academic fields and the performing arts, was held at Salem College in Winston-Salem. Students were drawn from all over the State, from major cities and tiny hamlets, from the wealthy and from those on welfare. The program consisted of classes, seminars, performances, lectures, sports and informal entertainment. This was meant to supplement regular high school work and stressed independent study and research. In addition to aiding the students involved, a group of researchers under the direction of a professor of psychology at the University of North Carolina will endeavor to find out more about gifted children and how best to educate them. It will operate for 3 years under grants from the Carnegie Corporation and businesses and foundations in the Winston-Salem area. Later, the Governor intends to include the school in the State's education budget. For further information, contact:

Joseph M. Johnson
Superintendent of the Governor's School
State Board of Education
Raleigh, North Carolina

WESTERN STATES SMALL SCHOOLS PROJECT

The Western States Small Schools Project is a cooperative effort organized through the State departments of education of Arizona, Colorado, New Mexico, Nevada and Utah. It is financed in part by the Ford Foundation. This project is designed to improve educational programs in 88 small elementary and secondary schools through the uses of teacher aides, nongraded school organization, individualizing instruction within classrooms, flexible scheduling, modern technological devices and various curriculum and content revisions. For further information, contact:

Dr. Ralph Bohrson
Colorado State Department of Education
State Office Building
Denver 2, Colorado

EMPLOYMENT

AGRICULTURAL YOUTH PROGRAM

The San Diego County (California) Agricultural Youth Program places young people in jobs during the harvest seasons. Goals are to eliminate idleness, smooth the transition from school to work, and help young people decide which jobs they want and how to prepare themselves for work. It is sponsored by the San Diego Farm Labor and Industrial Offices in cooperation with other labor offices and youth employment offices in the area. Committees composed of representatives from local organizations (Farm Bureau, PTA, Elks, etc.) help to promote job orders and publicize the availability of young applicants. For further information, contact:

Farm Placement Representative
329 East Ohio Street
Escondido, California

BERKELEY WORKREATION PROGRAM

Workreation provides a work and recreation summer program for 14 to 17-year-old boys and girls in Berkeley, California. Four hours of paid work, in city parks, school grounds, and public libraries, are followed by 2 hours of recreational and athletic activities. Started in 1952, this program is sponsored by the Berkeley School District, the Parks Department and Public Library and the California State Employment Service. Contributions are received from civic and service organizations and interested citizens. It is administered by the Berkeley Workreation Committee. Similar programs have been developed in neighboring Richmond and Oakland. For further information, contact:

Elmer Homo, Secretary
Berkeley Workreation Committee
1375 University Avenue
Berkeley 2, California

CALIFORNIA'S AGRICULTURAL YOUTH EMPLOYMENT PROGRAM

An Agricultural Youth Employment Committee, with representatives from the Departments of Employment, Industrial Relations and Education was formed in the spring of 1963. Some of its major objectives are to: promote youth acceptance of farm work, develop realistic information on employment opportunities in agriculture and agribusiness occupations, develop an effective statewide agricultural youth employment service, clarify misunderstandings about legislation affecting the employment of minors in agriculture and establish effective vocational counseling and job guidance for rural youth. For further information, contact:

S. Eldon Cully
Farm Placement Supervisor
Farm Placement Technical Section
California State Department of Employment
Sacramento 14, California

CHEYENNE YOUTH EMPLOYMENT PROGRAM

This program was established in response to a need expressed by junior and senior high school students in a survey conducted by the Cheyenne Youth Planning and Study Commission. An organizing committee of seven teenagers is guided by the Youth Committee of The Salvation Army Advisory Board, the head of the State Employment Service and the Chairman of the Commission. A Teen Coordinator, working out of The Salvation Army office, takes jobs requests from employers and refers a registered youth, either a boy or girl aged 12 to 16. Followup with the employer is maintained. In 1962, the first year, 508 slot placements were made with 146 employers in such jobs as yard work, window washing, car washing, typing, babysitting, etc. For further information, contact:

Mr. Charles Graves, Chairman
Cheyenne Youth Planning and Study Commission
Cheyenne, Wyoming

MINNESOTA YOUNG FARMER COMMITTEE

This committee aids local communities in establishing councils or committees to: develop a roster of qualified rural young people who wish to farm; survey the community to determine farming opportunities; arrange suitable credit and financing for those who are accepted and find suitable occupational opportunity and develop a course of study for training young people in the process of becoming established, to assure a higher degree of success. Representatives on the committee include farmers, vocational agriculture teachers, school administrators, bankers, businessmen, and members of the State Board of Education and agricultural departments of the University of Minnesota. For further information, contact:

Dr. R. Paul Marvin, Secretary
Minnesota Young Farmer Committee
Department of Agricultural Education
University of Minnesota
St. Paul 1, Minnesota

RIVERSIDE FARM YOUTH PROGRAM

This program was started because of the concern for the youth in the community by the Farm Placement Service of Riverside, California. They create job opportunities by field contacts with area growers designed to allow each boy, age 16 to 18, to accept responsibility and to make decisions. The local chamber of commerce sponsors the program and provides bus service for the young workers. The guidance department of the Riverside City schools also cooperates. For further information, contact:

Riverside Junior Chamber of Commerce
6606 Lassen Court
Riverside, California

SANTA PAULA UNION HIGH SCHOOL WORKERSHIP PROGRAM

Boys between the ages of 15 and 18, interested in vocational agriculture, are placed for 3 weeks on a farm or in an agricultural business. Each boy receives 75 cents an hour and is given a rating which is filed in permanent high school records. After training, most boys are hired at regular pay for the remainder of the summer. Cooperating organizations include local nursery, dairy, seed and fruit growing concerns. For further information, contact:

Santa Paula Union High School
Future Farmers of America
404 North Sixth Street
Santa Paula, California

STEERING COMMITTEE ON ECONOMIC OPPORTUNITIES FOR CHILDREN AND YOUTH

This is a subcommittee of the Nebraska Committee for Children and Youth. Its main activity has been to promote the "Jobs for Youth" drive launched by Governor Frank B. Morrison in 1962. Publicity for the drive among employers in the community has led to increased job placements for young people. Letters have been sent to all high school administrators calling attention to the testing, counseling and placement services available through the Nebraska Department of Labor. The Nebraska Congress of Parents and Teachers has ocooperated in this project. For further information, contact:

Leon A. Willie
Community Development and Industrial Service Specialist
Department of Labor—Division of Employment
134 South Twelfth
Lincoln, Nebraska

YOUTH CONSERVATION WORK CAMP

The State of Indiana sponsors a Youth Conservation Work Camp in the Harrison State Forest to assist in the training and vocational counseling of out-of-work youth between 17 and 22 years of age. Each workweek consists of 40 hours in the field engaging in intensive conservation tasks plus a minimum of eight hours education and vocational training supplemented by testing and guidance. Recreational periods and facilities are also provided. The program runs for 60 days and each enrollee receives $75.00 a month plus subsistence and clothing. The project is administered by a State Interdepartmental Committee. For further information, contact:

John J. Birdcell, Director
Indiana Youth Council
706 State Office Building
Indianapolis 4, Indiana

YOUTH DEVELOPMENT CONSERVATION CORPS

This pilot project (1961-63) of the Washington State Parks and Recreation Commission is designed to permit a group of carefully screened boys, 16 to 21 years of age, to work at usual conservation tasks during the summer. The program is modeled after the Federal CCC of the 1930's. The workweek is from Tuesday through Saturday; Monday is spent in educational and vocational training programs. Each boy is paid $25.00 a week; student foremen receive $30.00 a week. For further information, contact:

John B. Pinkerton
State Parks Forester
State Parks and Recreation Commission
522 South Franklin
Olympia, Washington

YOUTH EMPLOYMENT SERVICE

This "Yes" program employs youth to serve as vocational counselors for unemployed youth of Comanche County, Oklahoma, under supervision of adult counselors in the State Employment Office in Lawton. Youth, aged 16 through 21, are assisted in finding suitable employment on a part, or full time basis. It is sponsored by the Citizens' Committee on Children and Youth and is financed by local civic clubs and individuals. Efforts are being made to make the program self supporting by youth projects. A printed booklet on the 1963 program is available from the Oklahoma State Employment Service in Oklahoma City. For further information, contact:

Lt. Col. Fred J. Jewell
County Chairman
Citizens' Commitee on Children and Youth
Headquarters U.S. Army 1st Field Artillery Missile Brigade
Fort Sill, Oklahoma

HEALTH

EASTER SEAL PROGRAMS

The National Society for Crippled Children and Adults, through its Easter Seal Societies, supports itinerant therapy clinics that travel to reach children (and adults) inaccessible to treatment in rural or sparsely-populated areas. For example, the Montana Society operates three full time and four part-time mobile units and a traveling therapist to aid persons with speech and language disorders. The state societies, and the local county units throughout the country, also furnish transportation to hospital centers and clinics for patients living at great distances from treatment centers. For further information, contact:

Miss Jayne Shover, Associate Director
National Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

KANSAS YOUTH HEALTH EDUCATION WORKSHOP

A health education consultant from the Kansas State Health Department assists local communities, often in rural areas, to hold health education workshops, for which the schools release 1 or 2 day's time. Youth discuss their health problems, such as use of alcohol, tobacco, and drugs, venereal disease, nutrition, mental illness, etc., and plan followup activities. Adult specialists including physicians, nurses and teachers, attend as consultants. Parents are usually invited to attend an evening session. For further information, contact:

Dr. Patricia T. Schloesser
Kansas State Department of Health
State Office Building
Topeka, Kansas

MOBILIZING A RURAL COMMUNITY FOR MENTAL HEALTH

This is the title of a report describing a 4-year project, the focus of which was to utilize all of the resources of the educational system to improve mental health, not only in the school but in the community. Its authors are Dr. Glyn Morris, Assistant Superintendent of Schools, Lewis County, New York and Dr. Ernest Gosline. In addition to schools, the project included PTA groups, clergymen of all denominations and representatives of community agencies. For further information, contact:

New York State Department of Mental Hygiene
Albany, New York

MOUNTAIN STATES MEDICAL EDUCATION STUDY

There is no medical school in the four-state region of Idaho, Montana, Nevada, and Wyoming. The ratio of the doctors to population in this area is well below the national average. With the population of the West growing rapidly, it is anticipated that students from this region will experience increasing difficulty in securing a medical education unless new facilities are provided for them. This study will, therefore, assess the need, and the potential resources to meet the need, for medical education in the four-state region. Data will include health, manpower and hospital resources, and a tax study. For further information, contact:

Dr. James M. Faulkner
Western Interstate Commission for Higher Education
Fleming Law Building
Boulder, Colorado

NATIONAL CONFERENCE ON RURAL HEALTH

Each year, the Council on Rural Health of the American Medical Association sponsors a conference aimed at improving health in rural America. A digest of the proceedings is published after the conference. The Council serves a liaison role in promoting rural health programs through educational institutions, farm groups, local medical societies, public health officials and voluntary health agencies. The Advisory Committee is composed of representatives from the Federal Extension Service, American Farm Bureau, the National Grange, American Veterinary Association and similar allied groups interested in rural health. For further information, contact:

Dr. Bond L. Bible, Secretary
Council on Rural Health

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS PILOT PROGRAMS

The President's Council on Physical Fitness works with State departments of education in setting up pilot studies in elementary and secondary schools. Dramatic evidence of what can be accomplished even where there is a shortage of facilities, was provided by the seven schools and 1,646 students of La Rue County, Kentucky. In the first screening tests given, 42 percent of the children failed to meet minimum standards of physical fitness. This was reduced to 15 percent after 6 weeks, and to 9 percent after 12 weeks. In addition to Kentucky, pilot studies were conducted in California, Louisiana, Missouri, North Dakota, Oklahoma and Oregon. For further information, contact:

Simon A. McNeely
Director of Federal-State Relations
President's Committee on Physical Fitness
441 G Street, N. W.
Washington 25, D. C.

RESEARCH FOR PLANNING PATTERNS OF RURAL HEALTH SERVICES

The Vermont Department of Health is the only official public health agency delivering health services to communities in Vermont. These services are limited and largely dependent upon participation of local private physicians and community groups. Because of these limitations and the rapidly increasing number of doctorless communities in Vermont, new ways of developing public health and medical services must be developed. A model is being established of the structure of the Department of Health and one community and the relationships between them to provide health protection and prevention of disease. For further information, contact:

Dr. Gordon Macgregor, Senior Anthropologist
Division of Community Health Services
Bureau of State Services, C. H.
U. S. Public Health Service
Department of Health, Education, and Welfare
Washington 25, D. C.

SCHOOL CREDIT HEALTH EDUCATION WORKSHOPS

These workshops are held at various universities in Iowa each summer to provide health education training, for which gradute and undergraduate credit is given, for teachers, nurses and school administrators. Several state voluntary and professional health organizations provide partial scholarships. This is a cooperative effort spearheaded by the Division of Health Education of the Iowa State Department of Health and the State Department of Public Instruction. For further information, contact:

Dr. Leonard C. Murray
Iowa State Department of Health
State Office Building
Des Moines, Iowa

A STUDY OF RURAL HEALTH AND MEDICAL CARE

In the rural areas of southern Iowa and increasing number of towns are finding that younger physicians are not replacing the older country doctors. This study is to determine how the problem of local medical care can be met by obtaining data, through a questionnaire and structured interviews, on rural attitudes and present practices in utilizing outside health and medical services. It is financed by the Bureau of State Services, Division of Community Health Services, U. S. Public Health Service, Department of Health, Education, and Welfare. For further information, contact:

Dr. Franklin Top
Institute of Agricultural Medicine
College of Medicine
State University of Iowa
Iowa City, Iowa

VOCATIONAL REHABILITATION OF RETARDED, BRAIN-INJURED YOUTH

This project attempts to show, by use of the facilities of the Partridge Schools located in a rural community, some of the possibilities and difficulties in vocational rehabilitation of brain-injured youth. To determine job opportunities, interviews were conducted at every farming and business establishment in the area to determine resistance to the idea of employing a trainee, and suitability of working conditions and supervision. In general, farm placements were very difficult to obtain and were mostly temporary. Placements were found most easily, although at very low rates of pay, in small businesses and plants. The demonstration was conducted in cooperation with the Vocational Rehabilitation Administration of the U.S. Department of Health, Education, and Welfare. For further information, contact:

Dr. Mervin Patterson, Project Director
The Partridge Schools
Gainesville, Virginia

MIGRANT YOUTH

EDUCATIONAL NEEDS OF MIGRANT WORKERS

A *Report on the Educational Needs of Migrant Workers* was prepared by the Texas Education Agency at the request of the House Interim Committee on Migrant Labor. Included in the report are data and information relating to the significant illiteracy rate existing in the adult population and suggestions for study of the educational needs of these citizens. Although designed for adult migrant workers living both in rural and urban communities, it has implications for older rural youth. For further information, contact:

M. A. Browning
Assistant Commissioner for Vocational Education
Texas Education Agency
State Department of Education
Austin, Texas

LINCOLN PARK CHILD CARE CENTER

A child care center has been established in Lincoln Park, Fort Pierce's Negro "ghetto," by a City Wide Missionary Association to care for migrant children. The town is a packinghouse and agricultural service center providing workers, transportation and materials to surrounding groves and tomato fields on Florida's east coast. Staff members are basically functional illiterates, supervised by a licensed practical nurse, and include the blind, the emotionally disabled, delinquents and unwed mothers, all of whom serve as volunteers and have proven to be loyal workers. This program has proved that demonstration, training, and volunteer participation are practical methods of elevating child care, dietary and hygiene practices among illiterate and unskilled populations. For further information, contact:

City Wide Missionary Association
Fort Pierce, Florida

MIGRANT EDUCATION WORKSHOP

A Migrant Education Workshop was held in 1962, cosponsored by the Colorado State Deparment of Education and Adams State College, Alamosa, Colorado. The participants, who came from 18 states and the District of Columbia, produced a *Guide to Organization and Administration of Migrant Education Programs.* It is general in nature, and is intended for use by all who seek to improve educational experiences for the children of migratory workers. It also lists sources of help for migrants, suggested contacts and an excellent bibliography. For further information, contact:

Byron W. Hansford
Commissioner of Education
Colorado State Department of Education
Denver, Colorado

THE MIGRANT MINISTRY

Thirty-six states have active migrant ministry programs ranging from 1 to more than 200 projects per state. The migrant ministry is a local, state and national partnership with local programs directed by committees of the churches. The national policy and goals include: giving migrant workers opportunity for worship and Christian education, stimulating basic education and vocational training for adults and children, encouraging social acceptance and participation in church and community life, encouraging responsible and democratic organization for self-help among the migrants, and working for improved conditions in housing, transportation, labor legislation and health and welfare services. Some of the direct services rendered are worship services, vacation church schools, child-care centers, tenage clubs, hospitality centers and clinics. For further information, contact:

The Migrant Ministry
National Council of Churches
Division of Home Missions
475 Riverside Drive
New York, New York 10027

NATIONAL COMMITTEE ON THE EDUCATION OF MIGRANT CHILDREN

This Committee was formed in 1963 by the merger of the Migrant Children's Fund with the National Child Labor Committee. It aims to improve and extend educational opportunities for migrant children, through a survey of existing opportunities in regular and special term schools, working with educators and citizens groups to improve and extend educational programs for migrant children, and developing a clearinghouse to collect and disseminate information, reports, studies, etc., on migrant children's education. For further information, contact:

Cassandra Stockburger, Director
National Committee on the Education of Migrant Children
145 East 32nd Street
New York 16, New York

STABILIZING MIGRANT FARM WORKERS

The National Catholic Rural Life Conference, the Bishops' Committee for the Spanish Speaking and the Bishops' Committee for Migrant Workers have been engaged for nearly 3 years in a group of closely related projects aimed at improving employment conditions of migrant workers of Mexican origin. The three organizations have contributed personnel, office facilities and other resources. Financial aid was secured from the Charles E. Merrill Trust. The projects have been conducted in three areas: San Antonio, Texas, the North-Central States; and Stockton, California. Projects have included employment offices, training schools, legal counsel, educational and recreational programs. For further information, contact:

Monsignor Edward W. O'Rourke, Executive Director
National Catholic Rural Life Conference
3801 Grand Avenue
Des Moines, Iowa 50312

MINORITY YOUTH

CONCHO DEMONSTRATION SCHOOL, CONCHO, OKLAHOMA

This is an experimental project in rehabilitation of school dropouts, or potential dropouts, with special emphasis on social adjustment, remedial academic work and realistic realignment of educational and vocational goals. Intensive individual attention through appraisal, guidance, and remedial work develops or improves individual security, confidence, and self-respect to enable the individual to function adequately in a normal school environment. Three-fourths of the enrollment, after the first year of operation, were functioning adequately in a normal school situation. For further information, contact:

Mrs. Hildegard Thompson, Chief
Branch of Education
Bureau of Indian Affairs
Department of Interior
Washington 25, D. C.

CONFERENCE ON TEACHING ENGLISH AS A SECOND LANGUAGE

This conference was sponsored by the Bureau of Elementary Education, California State Department of Education, San Jose State College, and the Alum Rock Union Elementary School District. Purposes were to: acquaint key elementary school teachers, supervisors and administrators with the techniques of teaching English as a foreign language; explore other aspects of the curriculum of special importance to children of Spanish-speaking backgrounds; study effective guidance practices; and to survey the cultural and economic aspects of life among Spanish-speaking people in California, with special reference to the educational needs of the children. Requests for assistance in preparing similar conferences in other counties have been received as a result. For further information, contact:

Helen Heffernan, Chief
Division of Instruction
Bureau of Elementary Education
California State Department of Education
Sacramento 14, California

INDIAN BUREAU'S SUMMER PROGRAM

One example is a six-week session, started in 1963 at Haskell Institute, designed for academically talented Indian students intending to go to college or training beyond high school. The curriculum stresses communication skills, mathematics, general science, chemistry and typing. Another aim is to develop sound study habits and a deeper appreciation for cultural activities. A well-planned recreational program provides meaningful leisure-time activity. Another example is the increasing summer kindergarten program. In 1963, summer program activities, encompassing academic studies, work, recreation, arts and crafts benefited 20,447 Indian children. For further information, contact:

Mrs. Hildegard Thompson, Chief
Branch of Education
Bureau of Indian Affairs
Department of the Interior
Washington 25, D. C.

INDIAN EDUCATION CENTER

The Indian Education Center at Arizona State University, Tempe, Arizona, was created to meet the exploding needs in the field of Indian education. The program encompasses three interdependent areas: 1) courses in Indian education to provide teachers with cultural understanding and successful methods and to assist Indians in acquiring leadership and community development tools; 2) research in such areas as attitudes of teachers toward Indians, success and failure of Indians in college, and influence of different schools on Indian personality; 3) major emphasis of the Center is to take its program where the need lies—resulting in leadership training for teachers on Indian reservations, etc. For further information, contact:

Dr. Robert A. Roessel, Jr., Director
Indian Education Center
Arizona State University
Tempe, Arizona

INDIAN GUIDE PROGRAM

Indian youth are selected as guides to Red Lake Reservation. Money earned enables them to continue their education. A majority of the students selected would be in the sophomore and junior years of high school. Other purposes are to revive interest and pride in Indian culture, arts and crafts, attract tourists, vitalize community spirit among the people on the reservation, increase verbal skills of the young guides and improve their interpersonal relationships. Guides lived at Bemidji State College and partook of collegiate activities, further broadening their experiences. In off-duty hours, adult supervisors and counselors administer career-exploration and testing programs. This is a cooperative project embracing several organizations including the Minnesota Governor's Advisory Council on Children and Youth. For further information, contact:

Robert W. Johnson, Chairman
Governor's Advisory Council on Children and Youth
310 State Office Building
St. Paul 1, Minnesota

THE SPECIAL NAVAJO EDUCATION PROGRAM

An intensified ungraded program to meet more specifically the needs of an undereducated segment of the rural Indian population has been developed and carried out in ten schools in seven states. The program is directed to develop literacy in English; to develop attitudes and habits to promote transition from rural to urban living; to develop saleable vocational skills, to place graduates in jobs, to provide followup sources to promote individual adjustment; and to provide feedback information to keep the program in step with changing needs. The program is being reorganized to open high school doors to each youth. To date, 50,000 youth have been served, and data developed on successes and weaknesses of the approach. A printed report is available from the Bureau of Indian Affairs, entitled "Doorway Toward the Light." For further information, contact:

Mrs. Hildegard Thompson, Chief
Branch of Education
Bureau of Indian Affairs
Department of Interior
Washington 25, D. C.

SUMMER STUDY-SKILLS PROGRAM

The Educational Counseling Service of the Board of National Missions of the United Presbyterian Church, U. S. A., has worked with minority Negro, Indian-American and Spanish-American youth since 1958. Since 1961, the Service has sponsored, at a college campus in the South, a Summer Study-Skills Program to provide a small group of young people of racial minorities with short-term academic experiences to fill the gaps in their educational development. The students have completed 11 years of schooling and are of superior ability but have not been achieving up to maximum. A majority show increased achievement in post-program tests and improved school citizenship. Higher aspirations and increased interest in human relations have resulted. For further information, contact:

Dr. Ernst H. Suerken, Director
Educational Counseling Service
Board of National Missions
United Presbyterian Church in the U. S. A.
475 Riverside Drive
New York, New York 10027

TECHNICAL SCHOOLS FOR INDIAN YOUTH

The Bureau of Indian Affairs is adjusting its vocational programs to post high school grades, (13 and 14). Three schools have become technical schools offering vocational and technical work to prepare youth for twentieth century employment in both rural and urban areas: Haskell Institute, Lawrence, Kansas; Chilocco Indian Agricultural School, Chilocco, Oklahoma; Institute of American Indian Arts, Santa Fe, New Mexico. Placement of graduates from these technical schools has been almost 100 percent. Three information bulletins are available: "Learn to Earn at Haskell," "School of Opportunity" and "Institute of American Indian Arts." For further information, contact:

Mrs. Hildegard Thompson, Chief
Branch of Education
Bureau of Indian Affairs
Department of Interior
Washington 25, D. C.

VOCATIONAL EDUCATION

AGRICULTURE FOR THE JUNIOR HIGH SCHOOL

A suggested course of study for grades seven and eight with a time equivalent of one period a day has been developed by the Bureau of Agricultural Education of the University of the State of New York. Its major objectives are to help interested students make an intelligent choice of vocational and educational aims in agriculture; to understand, through learning experiences, the extent and importance of farming and the job opportunities in related agricultural occupations; to develop an appreciation of the importance of mechanization, scientific skills and conservation of natural resources; and to provide a beginning in a supervised practice program for those who wish to enroll in the high school vo-ag curriculum. For further information, contact:

R. C. S. Sutliff, Chief
Bureau of Agricultural Education
The University of the State of New York
The State Education Department
Albany 1, New York

AGRICULTURAL GUIDANCE

At Central School, Goshen, New York, all eighth grade boys have an opportunity to learn about the broad field of agriculture and its numerous vocational opportunities in a 10-week orientation course. Field trips to neighboring farms and modern teaching devices, such as film strips, make the course meaningful. The high school program is designed for boys of varying abilities who are interested in agricultural vocations. It is not intended as just a "dumping ground" for academically weak students. For further information, contact:

Walter L. Kennett
Guidance Director
Goshen Central School
Goshen, New York

AGRICULTURE MANPOWER STUDY

The Mankato Area Vocational-Technical School in cooperation with the Minnesota State Department of Education Vocational Agriculture Service, and the University of Minnesota Department of Agricultural Education, is conducting a survey of the 17 counties served by the school. The general purpose is to obtain information relative to nonfarm agricultural occupations in the area. This information is to be utilized as a basis for developing educational programs designed to prepare individuals for gainful employment in occupations serving production agriculture, processing, and distribution where knowledge and skills in agriculture are desirable or essential. For further information, contact:

Ernest E. Freier, Project Director
Vo-Ag Department
Area Vocational-Technical School
Mankato, Minnesota

AREA VOCATIONAL SCHOOL

The Mayo State Vocational-Technical School is an area vocational school with five extension centers. The Mayo School offers training in approximately 20 vocational areas; the extension centers offer training in a minimum of three vocational areas each. Thus, the school reaches out to make a valuable contribution to meeting vocational education needs of a rural area. For further information, contact:

George L. Ramey, Director
Mayo State Vocational-Technical School
Paintsville, Kentucky

COOPERATIVE WORK-STUDY PROGRAM

This program is designed to provide work-study experience to train high school seniors for nonfarm agricultural occupations. All who graduated are either employed or enrolled for further training. Sponsors include Pigeon, Elkton, Bayport School Districts, Michigan State Board for Vocational Education, and Michigan State University. For further information, contact:

Raymond M. Clark, Agricultural Education
340 Erickson Hall
Michigan State University
East Lansing, Michigan

CURRICULUM GUIDE FOR VOCATIONAL EDUCATION

To provide adequate training for those planning careers in agriculture, a study of Connecticut (where demands on land, labor and capital are such that only the most efficient can operate successfully) showed the need for a new approach to planning the curriculum and organizing the instruction. Units of instruction were developed for grades 9 through 12, including course content, time sequence and distribution, and sample unit plans. The curriculum guide is designed to aid in advancing the quality of instruction for those preparing for careers in farming, agricultural business and technical and professional pursuits. For further information, contact:

Llewellyn L. Turner, Consultant
Agricultural Education
State Department of Education
Box 2219
Hartford, Connecticut 06115

DISTRIBUTIVE EDUCATION PROGRAM

Distributive Education Clubs of America, a youth group operating in 46 states, supplements classroom instruction by affording student leadership development, making scholarships available and interpreting the instructional program to businessmen, faculty, parents and other students. In distributive education programs, conducted throughout the Nation in secondary and post-secondary institutions, students receive one-half day of classroom instruction in marketing, merchandising and management, in addition to required academic courses. The other half day is spent in directed on-the-job training. It is hoped that the Vocational Education Act of 1963 will increase opportunities for rural youth to secure vocational distributive education in the service fields, such as insurance, real estate, retailing, wholesaling, etc. For further information, contact:

John A. Beaumont, Director
Distributive Education Branch
Office of Education
Department of Health, Education, and Welfare
Washington 25, D. C.

DIVERSIFIED OCCUPATIONS PROGRAM

The State of Illinois has developed a program of cooperative part-time vocational education to train youth, both boys and girls, who will enter the trades and service occupations. Students attend school one-half day and are employed in the trade the other half. The school provides a coordinator who has had experience as a wage earner in a trade. He supervises the student on the job and correlates the on-the-job training with the required high school subjects and related technical training offered in a classroom situation. This program has much promise for training rural youth in the trades and service areas, if the high school is located in or near a town providing an adequate number of training situations. Followup of graduates is maintained. For further information, contact:

Mr. Eurus Stoltz, Chief
Trade and Industrial Education
State Board for Vocational Education
Centennial Building
Springfield, Illinois

FOREST AND WOOD TECHNICIAN SCHOOL — UNIVERSITY OF KENTUCKY, ROBINSON FOREST, NOBLE, KENTUCKY

A 9-month terminal course is offered serving a maximum of 40 students having high school education, or passing an equivalency test, which gives training in the area of primary and secondary wood utilization in addition to basic forestry. Training is directed toward developing operational skills. Sponsoring and cooperating agencies include Breathitt County Board of Education, University of Kentucky, Bureau of Vocational Education, and the Department of Economic Security. Contract and per diem funds are provided under the Federal Manpower Development and Training Act. For further information, contact:

Gilbert E. Brown, Associate Professor
Department of Forestry
University of Kentucky
Lexington, Kentucky

HIGH SCHOOL TRAINING FOR FOREST OCCUPATIONS

Parsons High School, Parsons, West Virginia, started a Vocational High School Program in Forest Occupations in 1962. The program is offered as a part of the high school program in Vocational Agriculture. Students complete 2 years of Vocational Agriculture, then may enroll in the Forest Occupations Class for 1 or 2 years. This part of the course is taught by a graduate forester. Job opportunities on the subprofessional level in forest occupations exist in the area with the United States Forest Service and with the lumber industry. For further information, contact:

State Supervisor of Agricultural Education
State Department of Education
Capitol Building
Charleston, West Virginia 25305

or

Principal
Parsons High School
Parsons, West Virginia

HOME ECONOMICS CURRICULUM REVISION

In the Commonwealth of Pennsylvania, the home economics curriculum is being revised, and the program for vocational training strengthened, to stress homemaking skills and knowledge leading to wage earning occupations. For further information, contact:

Dr. John Struck
Director of Vocational Education
State Department of Public Instruction
Harrisburg, Pennsylvania 17126

INDIANA PROGRAM FOR OUT-OF-SCHOOL YOUTH

This program is sponsored by the State Club Office, Purdue University, Lafayette, Indiana and financed by the Agricultural Extension Service and the Indiana Farm Bureau. Young adult leaders attend a day's training school under direction of consultants to develop activities in fields of employment and vocational guidance. Responsibility for program and direction of clubs rests with local, district and state youth officers elected by members of groups. Mimeographed material on club operations is available. For further information, contact:

F. L. McReynolds, Director
Agricultural Extension Division
Purdue University
Lafayette, Indiana

MANPOWER DEVELOPMENT AND TRAINING KIT

A series of eight special supplements on training and retraining programs utilized by business firms has been prepared by the Chamber of Commerce of the United States to help businessmen evaluate their local community's vocational and technical education program. They cover accredited correspondence education, apprenticeship, career guidance for youth, on-the-job training, vocational education, work-study programs, office education and distributive education. The supplements have been combined in a Manpower Development and Training Kit (code #0577) which may be obtained from:

Education Department
Chamber of Commerce of the United States
1615 H Street, N. W.
Washington, D. C. 20006

NONFARM AGRICULTURAL BUSINESS WORKSHOP

A workshop for teachers of business and agriculture was offered at Michigan State University during 1963 summer session. Financial assistance was furnished by the Michigan Association of Farmer Cooperatives. Opportunity was afforded to visit Michigan Farm Bureau where principles of organization of the cooperative, office practices, methods of control, management and organization of subsidiaries and financing practices were observed. Recognizing the lack of instructional materials which combine business and agriculture, source units, lesson plans and course outlines were developed, in addition to visual aids.

The committee system for accomplishing these and similar tasks was utilized. At the conclusion, a committee was established to assemble all reports, edit and duplicate them to make them available to all teachers of agriculture and business in the state. For further information, contact:

Raymond M. Clark
Agricultural Education
340 Erickson Hall
Michigan State University
East Lansing, Michigan

PILOT PROJECT IN AGRIBUSINESS

This pilot project, tested in Shippensburg and two other localities in Pennsylvania, attempts to combine vocational agricultural education with distributive educational programs to equip rural youth for the many occupations classified as agribusiness. Other objectives are to determine the kinds of training needed to prepare students for positions in marketing and distribution of farm products, and to explore the feasibility of creating a statewide program. The program includes a minimum of 15 hours (outside of school time) of paid occupational experience per week, plus at least two school periods of formal instruction in the area of marketing and distribution. For its final year, this project will be extended to 21 schools. For further information, contact:

J. Thomas Weyant, Project Coordinator
Junior High School
North Prince Street
Shippensburg, Pennsylvania

PLACEMENT FOR SUPERVISED WORK EXPERIENCE

The states of Connecticut and Massachusetts have for many years provided specialized courses in vocational agriculture for agricultural occupations other than strictly farming. Students enrolled in these courses are placed for supervised work experience in business concerns when job opportunities in the specialty may exist. Individual instruction and followup is provided by the vocational teacher. For further information, contact:

Howard Martin
Department of Agricultural Education
University of Connecticut
Storrs, Connecticut

ON-THE-JOB GUIDANCE AND TRAINING

A special senior farm shop course has been added to the vocational agriculture curriculum in the Arcadia, Ohio, public schools, in addition to the normal 4-year program. The course was added to meet the need expressed by vo-ag graduates, for better training in related and nonrelated agricultural occupations. It is open only to boys not planning for college, who plan on returning to the farm and who have average or better ability as determined by the vo-ag teacher and guidance counselor. The content of the course includes agricultural mathematics, blue print reading, advanced electricity and agricultural guidance. The latter affords meaningful experiences in farm-related occupations and social adjustments by means of supervised work experience for 4 hours per day for 10 weeks. Occupations include sales, management, bookkeeping and parts record keeping, mechanics, carpentry, etc. A set of slides available for loan includes introduction to the course, examples of training and results. For further information, contact:

Rex Cunningham
Vocational Agriculture
Arcadia Public Schools
Arcadia, Ohio

PILOT PROGRAMS IN VOCATIONAL AGRICULTURE IN TENNESSEE

The pilot programs in vocational agriculture were created to make it possible for schools to change and upgrade their programs. Pilot schools were selected by the State Department of Education to receive the services of an assistant teacher, thereby permitting the teacher of vocational agriculture to spend his full time in vocational agriculture instruction plus other enrichment. Financial assistance (the State contributes up to one-half of the salary for a teaching position in each pilot program) is utilized to secure properly trained personnel for subjects other than vocational agriculture which are usually taught by the vocational agriculture teacher. A study, designed to evaluate and appraise the results of the pilot programs, was conducted by Dr. Otto Legg, Assistant Professor, Agricultural Education, University of Tennessee. For further information, contact:

John W. Carney, Supervisor
Reports and Research

Vocational Agriculture
State Department of Education
Nashville, Tennessee

ROCKLAND COUNTY VOCATIONAL EDUCATION PROGRAM

Since there is no vocational school in the county, the county's ten school districts contract with the Board of Cooperative Educational Services to provide such training, some of which is conducted in six of the high schools in the district. Others, such as horticulture and farming are conducted in a facility developed by the board while others, for example, building and food trades, in a made-work situation. Students attend their own school for a half day, then are bussed to the vocational training facility. Students have built two youth centers, a day school for crippled children and several homes for private citizens since the program was organized in 1961. Descriptive material is available. For further information, contact:

Dr. John F. Hopf, Jr., Director
Board of Cooperative Education Services of Rockland County
316 South Main Street
New City, New York

SEMINAR ON CAREERS IN AGRICULTURE

Program presented to secondary school counselors of the Houston Independent School District by members of the College of Agriculture, Texas A & M University. Purpose is to inform young people in public schools of the opportunities in agricultural science in order to develop the agriculture leaders of the future. Local groups, such as the Farm and Ranch Club and the Agriculture Department of the Chamber of Commerce, cooperated. The seminar was presented in three phases: description of modern agriculture including farming, processing and distributing, explanation of modern facilities used in training agricultural scientists and illustrating the opportunities and rewards for those trained in these areas. For further information, contact:

Dr. Richard Potts
Assistant Director of Agricultural Instruction
College of Agriculture
Texas A & M University
College Station, Texas

"SHARED TIME" VOCATIONAL TRAINING

At the end of the second year of high school, each student in Kentucky, including those enrolled in parochial and other private high schools, is given a choice between a college preparatory or a vocational curriculum. If he chooses the latter, he continues at his original high school, from which he receives his diploma, during the morning hours, but spends his afternoons at one of the fourteen vocational schools located throughout the state. After two years of such training, he is qualified as a technician or skilled worker. For further information, contact:

James L. Patton, Head
Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky

STATE ASSOCIATION OF YOUNG FARMERS OF TEXAS

Provides educational programs based on needs and interests of young men (out-of-school and through 35 years of age) engaged in farming and ranching to keep them abreast of technological advancements in the field of agriculture. A *Directory of Resource Personnel for Adult and Young Farmer Education Programs* has been compiled and is being revised. It contains, by subject matter areas, names of people in business, industry and professional agriculture services and organizations who are qualified to provide programs on timely educational topics. There are approximately 200 chapters with about 4800 members. Local programs are sponsored by the vo-ag teachers in the public schools and, above the local level, by the Texas Education Agency. For further information, contact:

E. L. Tiner, Consultant
Young Farmer Education
Texas Education Agency
Austin, Texas

TECHNICAL EDUCATION IN AND FOR RURAL AREAS

This study is being conducted by the Division of Agricultural Education, University of Illinois with the cooperation of the State Board for Vocational Education and the Bureau of Educational Research, University of Illinois. The objectives are to: identify present and emerging technical occupations, determine which are suitable for persons with rural backgrounds and educational experiences, determine competencies and educational programs required, survey employment opportunities, and implement pilot educational programs for jobs identified. For further information, contact:

Lloyd J. Phipps, Chairman
Agricultural Education
College of Education
University of Illinois
Urbana, Illinois

TECHNICIANS IN AGRICULTURE

Technicians' Requirements Identified

This study was prepared for the California State Department of Education in 1961 to identify technical workers in agriculture in that State and their needs in training programs. Objectives of the project were to establish a definition for technicians in agriculture, determine the need for technicians in the agricultural processes, determine the knowledge and *skills needed by technicians in the various phases of* agriculture, and set up guidelines for curriculum development. All the objectives were accomplished by this research and a printed report is available. For further information, contact:

Jerry J. Halterman, Instructor
Agriculture Engineering
Modesto Junior College
Modesto, California

A Research Study of Agricultural Technicians

This study is a followup to a project conducted by Jerry J. Halterman. Its purpose is to investigate the nature of the work actually done by agricultural technicians on the job, specifically the knowledge and skills actually employed. This is determined by a questionnaire filled out by the employees, supplemented by observation and evaluation by the investigator. This project is carried out under Title VIII of the National Defense Education Act in cooperation with the California Bureau of Agricultural Education and the Modesto Junior College District. Information gathered is to be used for curriculum development or revision at the Agricultural Department of Modesto Junior College and to contribute to agricultural education in general. For further information, contact:

Luverne Donker
Agricultural Instructor
Modesto Junior College
Modesto, California

Agricultural Technician Training Program

To implement findings of above research project (by J. J. Halterman) technician courses in Agricultural Computations and Laboratory Techniques were introduced at Modesto Junior College. Technician series in Animal Husbandry and Ornamental Horticulture have been initiated and implementation is underway. Other technician areas are being studied by interested community advisory personnel and qualified instructional staff. These include areas such as agricultural engineering, animal nursing, quality control and dairy industry. This training is offered in the 13th and 14th year, is subprofessional and directed by an exceptional vo-ag teacher who participated in planning the structure of the course. The objective is to technically qualify agricultural workers for the many opportunities in these areas. About 400 students are enrolled in the first two programs. For further information, contact:

Ernest A. Tarone, Director
Agriculture Department
Modesto Junior College
Modesto, California

TRAINING NEEDED FOR SELECTED FARM RELATED OCCUPATIONS

This study was conducted in four counties of Oklahoma to determine what pre-employment training is important for youth planning to enter these farm-related occupations. Businesses selected were Farm Machinery, Dairy Processing, Buildings and Structures, Nursery Production, and Feed Seed and Fertilizer. The information gained may contribute to a revision of teaching materials for vocational agriculture in high schools. Other findings concern what farm-related occupations are most important in the area studied and what will be the trend in employment opportunities for the next five to ten years. A report is available. For further information, contact:

Everett D. Edington, Assistant Professor
Department of Agricultural Education
Oklahoma State Universtiy
Stillwater, Oklahoma

UTILIZING PROGRAMMED LEARNING IN TEACHING AGRICULTURAL FINANCE

This experiment involved 480 students in three grade levels at 20 schools in 5 states which offered complete programs of vocational agriculture. The teaching unit in agricultural finance and credit was developed for both the lecture-discussion and the programmed-instruction methods, then compared for effectiveness. Results seem to indicate that the latter method may be of greater aid to those desiring to study areas of special interest or to fill in areas of knowledge not included in other methods. This study was conducted in cooperation with the Farm Credit Banks of Baltimore, Maryland. For further information, contact:

Dr. Otto Legg, Assistant Professor
Department of Agricultural Education
The University of Tennessee
Knoxville, Tennessee

URBAN FARM SCHOOL

Luther Burbank Vocational and Technical High School, San Antonio, Texas, operates a 50 acre student farm located in the city. This farm offers agricultural experiences for about 80 urban youth, some of whom are Latin Americans, providing qualifying training for farm related occupations. This training also provides background for youth who will attend college to become professionally trained agricultural workers. A comparable program, designed for Spanish-American students, operates at Bowie High School, El Paso, Texas. For further information, contact:

Terrell Gates, Principal
Luther Burbank Vocational and Technical High School
1002 Edwards Street
San Antonio, Texas

VO-AG FARM MANAGEMENT PROGRAM

Farmers in the program, many of whom are high school youth working in partnership with their fathers, keep complete farm records which are analyzed at an analysis center. Area vocational schools act as regional analysis centers helping farmers identify their problems and providing information needed to make sound farm management taught by vo-ag teachers, as well as individual instruction. Young men in need of capital are referred to a Young Farmer Committee.

There are eight vo-ag farm management areas located at Austin, Duluth, Mankato, St. Cloud, Staples, Thief River Falls, Willmar and Winona. In addition to the local vocational school, this program is sponsored by the State Department of Agricultural Education and the Agricultural Education Department of the University of Minnesota. For further information, contact:

Program Director, State Level:
G. R. Cochran, State Supervisor
Agricultural Education
St. Paul 1, Minnesota

Thief River Area:
Fred Sorensen
Area Vo-Ag Coordinator
Area Vocational Technical School
Thief River Falls, Minnesota

VOCATIONAL OFFICE TRAINING

The Virginia State Department of Education and local school divisions have developed a cooperative part-time, work-training program for 12th grade business students in urban and rural areas. Rural youth attend consolidated comprehensive high schools located in or near a community having adequate office work stations. Successful programs exist in schools located in communities of 3000 population. A "Criteria for Evaluating Vocational Office Training" and a "Teaching Guide for Vocational Office Training" have been developed. For further information, contact:

Mr. Arthur L. Walker
State Supervisor of Business Education
State Department of Education
Richmond, Virginia

PROFILE OF THE RURAL JUVENILE COURT JUDGE *

by

DANIEL L. SKOLER, and GERALD B. GERSEY
National Council of
Juvenile Court Judges

In 1963, the National Committee for Children and Youth and the Nation's youth-serving agencies turned their attention to the problems of rural youth in a dialogue which culminated with the National Conference on Problems of Rural Youth in a Changing Environment held at Stillwater, Oklahoma from September 22-25, 1963. Many participating agencies whose concerns had embraced the interests of children at all levels of American life were required to scrutinize the rural scene to ascertain what distinctions or peculiarities or commonalities could be found there in comparison with urban or general societal contexts. The exercise was a refreshing and valuable one and the purpose of this piece is to illuminate the findings of one such "inward look" in the delinquency and corrections field.

In both rural and urban America, the juvenile court is society's appointed instrumentality for dealing with the juvenile lawbreaker. Juvenile courts exist in all states and operate in all localities. Their judges identify the juvenile delinquent and determine what course of action shall be taken for rehabilitation of the young offender and protection of society.

The National Council of Juvenile Court Judges, a voluntary organization of judges throughout the United States vested with jurisdiction over juvenile and family court matters (full or part time), was, of course, aware that rural courts faced a number of problems different in nature or degree from those confronting urban courts. One of these was the fact that the rural juvenile court judge, like the rural youngster, might exhibit substantial differences from his urban counterpart.

Approximately three months prior to the Stillwater Conference, the National Council, as part of the research for its ongoing demonstration training program for juvenile court judges, launched a comprehensive

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* This article relates to research conducted in the course of the National Council of Juvenile Court Judges Institute and Conference Program, a demonstration training project supported by grant of the National Institute of Mental Health (Public Health Service Grant No. MH 00998).

questionnaire survey of all juvenile court judges of the Nation (some 3,000 judicial officers) designed to elicit data on personal characteristics, background and professional training, jurisdiction and resources, and related information. The responses, over 1,560 in number, with substantial representation from every state (none less than 23 percent of the juvenile court judge population and most in the 50 percent category) provided the most comprehensive profile picture ever obtained of the American juvenile court judge. Valuable data about age (average 53 years), sex (96 percent male), religious affiliation (79 percent protestant), marital status (93 percent married—.8 percent divorced or separated), prior legal experience (nine-year average), education (71 percent law school graduates) and like matters was now available for the first time to analyze training needs, group characteristics, etc.

With focus of the Stillwater Conference before it, the Council and its research organization in the inquiry, the George Washington University Center for Behavioral Sciences, turned to the data to determine the extent and salient points of contrast that might exist between rural judges and juvenile court judges-at-large (and between their court situations). The findings, as in so many cases, bore out general assumptions and knowledge about such questions but placed upon them the accuracy and authority that only the comprehensive survey can convey.

The "rural" sample consisted of 476 judges serving jurisdictions of less than 20,000 population (30 percent of the total survey group).[3] Here are some of the findings.

Age, Education, and Compensation

The average age of the rural judge was 55, two years older than for the total juvenile court judge group, with somewhat greater concentration at the extremes of the age distribution, i.e., 16 percent under age 40 (13 percent for total group) and 31 percent over age 60 (25 percent for total group). This contrast was even stronger in comparisons with the metropolitan judge sample (courts serving 200,000 or more population). One interpretation, keeping in mind the lower compensation paid to rural judges, would be a tendency for lawyers of mature professional age (between 40 and 60) to seek work of greater economic reward, with younger and older men filling the modestly compensated judicial positions (particularly in courts of inferior or limited jurisdiction where juvenile jurisdiction is so frequently lodged, i.e., probate and county courts).

As might be anticipated, the percentage of rural judges with undergraduate college degrees and law school degrees was less than that of the total sample but the contrast, particularly with respect to legal training, was more marked than expected. 38 percent of the rural judges had completed college compared with 50 percent for the total group and only 47.1 percent of the judges had law degrees in contrast to 71.3 percent to the total group. Bearing in mind that virtually all rural judges carry jurisdictional responsibilities extending beyond juvenile court work (e.g. criminal, civil and probate matters), evidence of a judiciary serving the Nation's rural areas with a nonlawyer component approaching 50 percent indicates how far actual conditions still remain from accepted professional standards. (For many years, the requirement of legal training and bar admission for any judicial position, whether in appellate courts, trial courts of general jurisdiction or "minor" courts, has been a major objective of judicial reform efforts).[2]

Judges in the rural sample received compensation averaging less than half of that for the total group and one-third that of the metropolitan sample (average annual salary of $6,056 for rural judges, $12,493 for the total group, and $19,217 for metropolitan judges). It should be obvious that these contrasts extend beyond differences in cost of living that might be operative as between the groups. The larger nonlawyer and "minor court" component of the rural juvenile court judge group is undoubtedly a factor in the lower salary range which is 40 percent less than the national mean for lawyer income in the United States.[3]

Returning to personal characteristics, the rural sample appears to exhibit much the same status as the total judge group in terms of marital status (90 percent married, 1 percent divorced in rural sample), experience as parents (2.3 average number of children), and religious preference (84 percent protestant). This indicates, as against the adult population at large, a higher incidence of marriage, markedly lower incidence of divorce and separation, larger families, and larger concentration of Protestant affiliation than warranted by population proportions.[4]

Bar Admission, Years of Experience in Juvenile Court, and Time on Juvenile Matters

Consistent with previously described law school training, slightly less than half of the judges in the rural sample were able to report admission to practice law in their respective states (49.8 percent) compared with a bar admission rate of 76.9 percent among the total sample. Both of these percentages exceed the law degree figures for the respective groups, the explanation lying in the fact that some of the judges in both categories were able to qualify for admission to the bar on the basis of actual law office experience or academic training of less than law degree proportions (an alternative which no longer exists under the bar admission requirements of most states).

The rural judges reported eight years average service as a judge with juvenile court jurisdiction, slightly higher than the seven-year average for the total group. Like the group at large, their succession to the bench was in most cases under an elective system but at an even higher rate—83 percent for the rural judges and 77 percent for the total group.[5]

It is common knowledge that most judges with juvenile court jurisdiction spend only a small portion of their time on such matters. The survey established that over 72 percent of the responding judges devoted one-fourth or less of their time to juvenile court work and the rural sample exhibited an even more marked degree of nonspecialization with 85.7 percent of the sample in this same category.[6] Conversely, 7.6 percent of the total group devoted full-time to juvenile court work in contrast to 4.6 percent for the rural sample.

Staff Resources

Two hundred fifty-seven or 54 percent of the rural group indicated that they had no probation or social work staff (either court attached or furnished by other agencies) to assist them in juvenile court work. Only 14 judges reported the availability of more than two probation workers and none over four. Considering how basic the probation or casework function is to the juvenile court concept, question might be raised as to whether the rural juvenile court could properly be characterized as such in anything but name.

As regards access to psychological testing or psychiatric services, the survey data evidenced a condition of almost complete nonavailability. 96.4 percent of the judges indicated that they did not have the full or part-time services of a psychologist and 96.5 percent responded similarly with respect to psychiatric services available to their courts. While it is possible that some of the responses may have been based on lack of knowledge of statewide services actually available (a not unusual situation in outlying population areas), even a liberal discounting for this factor could not alter the picture of inadequacy of resources presented by the data. By way of contrast with the total survey group, only one-third of the latter reported complete nonavailability of probation or social work services and 83 percent an absence of psychological or psychiatric services.

Most Pressing Problems

An interesting facet of the survey was the inclusion of an item seeking to identify those problems seen as most pressing by the judges in their juvenile court work. Some 13 problem areas were enumerated from which selection might be made [7] and the data indicated interesting contrasts between the low and large population groups. Those problems seen as most pressing by the rural group, with comparative rankings for the total sample and for metropolitan judges, were:

	Rural Group	Total Group	Metropolitan Group
—Inadequate facilities for detention or shelter care pending disposition	1st	1st	4th
—Insufficient foster home placement facilities	2nd	2nd	1st
—Need for more knowledge about right way to handle cases	2nd	6th	5th
—Insufficient probation or social service staff	3rd	4th	3rd
—Inadequate or insufficient training or correctional institutions	4th	3rd	2nd
—Inadequate facilities for testing or psychological evaluation	5th	5th	6th
—Lack of community support for programs	6th	9th	9th
—Inadequate salaries for staff	7th	7th	8th

It will be noted that perceived rural court needs are generally comparable to those identified for all juvenile courts. The special concern among rural judges for "knowledge about the right way to handle cases," bespeaks a training need which is perhaps not being adequately met in the Nation today.[8] It is not difficult to understand how the rural judge, with smaller caseloads and less professional training and experience, might feel less secure about his mastery of juvenile court law, procedure, and case disposition.

The first order ranking of "inadequate facilities for detention or shelter care" is also understandable in light of our knowledge that adult jail facilities are the only detention instrumentalities currently available in most rural counties. Because of inherent cost problems in maintenance of separate facilities for each rural court jurisdiction, this should set a priority for progress in development of regional detention and shelter care facilities if the need is to be realistically met.[9]

The foregoing presents only a sample of the wealth of data provided by the National Council's all-judge survey, both for rural and other groupings. The full research study is now available from the

National Council or the George Washington University Center for the Behavioral Sciences and special state correlations or samplings can be extracted upon the request of interested groups or agencies.

This type of inquiry, combined with comparable studies in other rural youth-relevant areas, offers a valuable data base for the important questions, needs and proposals developed at the Stillwater dialogue. This meeting produced a broad blueprint for action but "detail drawings" remain to be completed, local priorities remain to be established and validating demonstrations remain to be executed. It is to be hoped that this work proceeds with the vigor and imagination which its goals so justly warrant.

APPENDIX—DATA CHART

	Average Age	Average Salary*	Undergraduate	Law Degree	Degree Admitted to Bar
Rural Judges ___	55	$6,060	38%	47.1%	49.8%
All Judges ___	53	$12,490	49.6%	71.3%	76.9%
Metropolitan Judges ___	53	$19,220	68.1%	95.1%	—

	Judges Married	Av. No. Children	Av. Service as Juvenile Ct. Judge	Less Than 25% Time on Juv. Matters*	Courts Without Probation Services
Rural Judges ___	90%	2.3	8 yrs.	85.7%	54%
All Judges ___	93.2%	2.6	7 yrs.	72.4%	33%

REFERENCES

1. The rural sample was drawn primarily from 25 states which provided 449 or 94.4 percent of the responses. Prevailing judicial systems may have been a selection factor since classification was based on the size rather than character of population served and in some states, rural areas are served as to juvenile court matters, by multicounty or district courts (usually of general trial jurisdiction) whose population coverage exceeds the 20,000 maximum established here as the dividing line between rural and nonrural courts. In the full study, the "20,000 or less" sample was described, perhaps more accurately, as the "small courts" but it seems clear that these would correlate highly with rural area coverage. Another interesting characteristic of the rural sample is the high proportion of part-time judges within this group, (i.e. judges devoting less than full time to judicial work). Of the 266 part-time judges among the total 1,564 respondents, 51 percent were in the rural sample, a result which might be expected in view of lighter workloads prevailing in the smaller courts.

2. See, e.g., *Model Judicial Article for State Constitutions*, American Bar Association (1962) (license to practise law required for all judicial appointments), reproduced in Juvenile Court Judges Directory and Manual, p. 499. 13-16.

3. *A Survey of Judicial Salaries in the United States and Canada.* D. L. Skoler & J. M. Janewicz, 45 Journal of the American Judicature Society 240 (1962).

4. Marriage & divorce ratio in U.S.—67.4 percent and 2.4 percent respectively, of adult population over 14; family—1.34 average; religious affiliation distribution 66.2 percent protestant; 25.7 percent Catholic; 3.2 per cent jewish; 4.9 percent none indicated (per U.S. Bureau of Census figures, 1960 Census).

5. In the United States today, judges in 35 states are elected by popular vote. In other states appointive, appointive-elective, and legislative selection systems are in operation. See Judicial Selection Methods and Tenure, Informational Sheet #19, American Judicature Society (8/8/63).

6. Statistics relate to full-time judges only.

7. Judges were asked to identify not more than three problems as most pressing. Those listed here were selected by at least 22 percent of the respondents, (except for "lack of community support" which was below that level), the first-rank problem attracting responses from 44 percent of the total group.

8. In the National Council of Juvenile Court Judges three-year demonstration training program, which has already reached over 600 juvenile court judges from all 50 states, a considerable segment of the trainee population has been drawn from low population areas (as evidenced by the large component of alumni judges—over 50 percent—devoting one-quarter or less of their time to juvenile jurisdiction). *Judges Look At Themselves—First Year's Evaluation Study of the NCJCJ Training Program*, p. 18 (1963). G. L. Lippitt and S. D. McCune.

9. See Downey, *State Responsibility for Child Detention Facilities*, 14 Juvenile Court Judges Journal 3 (Winter 1964).

PROGRAM

SUNDAY, September 22

9:00 a.m.-
9:00 p.m. **REGISTRATION** **Grand Lobby**

2:00 p.m.-
3:00 p.m. **GENERAL BRIEFING SESSION** **Varsity Room**

All Workgroup Leaders, Resource Consultants,
Recorders and Aides

Presiding—MRS. THOMAS HERLIHY, JR., Chairman,
National Committee for Children and Youth

3:00 p.m.- **Varsity Room**
5:00 p.m. **SPECIAL BRIEFING SESSIONS**

Leaders—DR. EDWARD W. AITON, Presiding
Director of Extension Service
University of Maryland, and
Chairman of Conference Planning Committee

Pioneer Room

Consultants—DR. HOWARD A. DAWSON, Presiding
Conference Administrator

Corral Room

Recorders—DR. RUSSELL G. MAWBY, Presiding
Assistant Director, Cooperative Extension
Service, Michigan State University

Pow Wow Room

Aides—MRS. CALVIN NEWSON, Presiding
Executive Secretary, Oklahoma Governor's
Committee on Children and Youth

7:30 p.m.-
9:30 p.m. **GOVERNOR'S RECEPTION** **Chinese Lounge**

Organ music by Doug Featherston
Oklahoma State University

MONDAY, September 23

8:00 a.m.-
9:00 a.m. **REGISTRATION** **Grand Lobby**

9:30 a.m.-
11:30 a.m. **OPENING GENERAL SESSION** **Ballroom**

Presiding—Mrs. Thomas Herlihy, Jr., Chairman National Committee for Children and Youth

Presentation of colors—
Air Force R.O.T.C. Angel Flight, Oklahoma State University R.O.T.C.

The National Anthem—Floyd Johnson, University of Oklahoma

Invocation—The Reverend John H. Wagner, Jr., Executive Director, Department of the Urban Church, National Council of Churches of Christ, New York

Welcome—The Honorable Henry Bellmon
Governor of Oklahoma

Greetings—Dr. Oliver S. Willham, President, Oklahoma State University

Keynote Address—LET'S LISTEN TO YOUTH
Winthrop Rockefeller, Conference Chairman

Instructions for Workgroups—Dr. Edward W. Aiton, Director of Extension Service, University of Maryland, and Chairman of Conference Planning Committee

12:00 noon-
2:00 p.m. **TOPICAL LUNCHEONS**

I THE OUTLOOK FOR LOW-INCOME YOUTH IN RURAL AREAS **Parlor C**

Chairman—Mylo Downey, Director, 4-H Club and Youth Development, U. S. Department of Agriculture, Washington, D. C.

Invocation—Reverend James A. Lokken, Chairman, Southwest Minnesota District Committee on Youth Activities, The American Lutheran Church, Barrett, Minnesota

Speaker—Dr. Lewis W. Jones, Department of Psychology, Fisk University, Nashville, Tenn.

II THE SPANISH SPEAKING YOUTH: FROM THE FARM TO THE CITY **Parlor A**

Chairman—Beatrice McConnell, Deputy Director, Women's Bureau, U. S. Department of Labor, Washington, D. C.

Invocation—REVEREND JOHN A. WAGNER, Bishops' Committee for the Spanish Speaking, National Council for the Spanish Speaking, San Antonio, Texas

Speaker—HORACIO ULIBARRI, Professor, New Mexico Highlands University, Las Vegas, New Mexico

III A FUTURE FOR INDIAN YOUTH IN RURAL AREAS **Parlor B**

Chairman—EDWARD D. GREENWOOD, M.D., Coordinator of Training in Child Psychiatry, Menninger School of Psychiatry, The Menninger Foundation, Topeka, Kansas

Invocation—CHAPLAIN FRED J. JEWELL, U. S. Army, Fort Sill, Oklahoma

Speaker—DR. ROBERT A. ROESSEL, JR., Director, Indian Education Center, Arizona State University, Tempe, Arizona

IV RESEARCH POSSIBILITIES UNDER TITLE OF THE MANPOWER DEVELOPMENT AND TRAINING ACT **Parlor D**

Chairman—BETTY BARTON, Executive Secretary, Interdepartmental Committee on Children and Youth, Department of Health, Education, and Welfare, Washington, D. C.

Invocation—REVEREND WILLIAM H. MILLER, Director of Department of Youth Program, Board of National Missions, United Presbyterian Church, U.S.A., New York

Speaker—DR. HOWARD ROSEN, Deputy Assistant for Manpower Research, Office of Manpower, Automation and Training, U. S. Department of Labor, Washington, D. C.

V THE IMPLEMENTATION IN RURAL AREAS OF THE PRESIDENT'S PROGRAM ON MENTAL RETARDATION **Parlor E**

Chairman—MRS. KATHERINE B. OETTINGER, Chief, Children's Bureau, U. S. Department of Health, Education, and Welfare, Washington, D. C.

Invocation—Reverend Vernon G. Goff, St. Paul Methodist Church (Representing General Board of Education of the Methodist Church), Omaha, Nebraska

Speaker—Stafford L. Warren, M.D., Special Assistant to the President for Mental Retardation, Washington, D. C.

VI ORGANIZING A PROGRAM FOR DELINQUENCY PREVENTION AND TREATMENT IN A RURAL AREA **Parlor F**

Chairman—Pat O. Mancini, Consultant on Community Services, Children's Bureau, U. S. Department of Health, Education, and Welfare, Washington, D. C.

Invocation—Reverend Larry K. Ulrich, Vice President, National Council of State Committees for Children and Youth, Huntington, Indiana

Speaker—Edgar W. Brewer, Director, Program Development, Lane County Youth Study Project, Eugene, Oregon

Mural Room

VII A BOY NAMED AMI— A DOCUMENTARY FILM ON ISRAELI YOUTH IN RURAL AREAS

Chairman—Edwin C. Hadlock, Assistant for Youth Activities, National Grange, Washington, D. C.

Commentator—Mrs. Ora Goitein, Women's Affairs Attache, Embassy of Israel, Washington, D. C.

2:15 p.m.- 5:00 p.m. **WORKGROUPS**

(See pages 336 - 342 for listing of topics, leaders, consultants, recorders, aides and locations)

Theta Pond

6:00 p.m.- 8:00 p.m. **OKLAHOMA BARBEQUE AND POW WOW**

Master of Ceremonies—Honorable George Nigh, Former Governor of Oklahoma

Entertainment—Indian Dancers, Pawnee Indian Veteran's Organization, Pawnee, Oklahoma
—Surrey Singers, Oklahoma City University

8:15 p.m.-
9:30 p.m. **GENERAL SESSION** **Ballroom**

Presiding—Winthrop Rockefeller, Conference Chairman

Youth Panel—AS YOUTH SEE IT

Moderator—Lois M. Clark, Assistant Director of Rural Services, National Education Association

Panel Members—

Helen Groskopf, College of the Ozarks, Clarksville, Arkansas

Harold Irwin, Sidney, Nebraska

Carol Ohlson, Reno High School, Reno, Nevada

Carol Ann Parker, Prairie View Agricultural and Mechanical College, Prairie View, Texas
Hunter P. Widener, Berea College, Kentucky

Douglas Spike, Manchester High School, Manchester, Michigan

Stephen R. Wilson, Haskell Institute, Lawrence, Kansas

Address—PERSPECTIVES ON RURAL YOUTH EMPLOYMENT

Samuel V. Merrick, Special Assistant to the Secretary of Labor for Legislative Affairs, Washington, D. C.

TUESDAY, September 24

9:00 a.m.-
11:45 a.m. **WORKGROUPS**

(Same locations as Monday sessions)

12:00 noon-
2:00 p.m. **CONFERENCE LUNCHEON** **Ballroom**

Presiding—Winthrop Rockefeller, Conference Chairman

Invocation—Rabbi Norbert L. Rosenthal, Temple Israel, Tulsa, Oklahoma

Music—Langston University Glee Club, Langston, Oklahoma

Speakers—

EDUCATION: THE BEST FARM PROGRAM OF ALL

DR. A. TURLEY MACE, Director, Office of Rural Areas Development, U.S. Department of Agriculture, Washington, D.C.

RURAL YOUTH AND ECONOMIC PROGRESS

THE HONORABLE ESTHER PETERSON, Assistant Secretary for Labor Standards, U. S. Department of Labor, Washington, D. C.

RURAL YOUTH AND THE PROPOSED NATIONAL SERVICE CORPS

WILLIAM R. ANDERSON, Consultant to the President and Staff Director, President's Study Group on a National Service Corps, Washington, D. C.

2:15 p.m.-
5:00 p.m. **WORKGROUPS**
(Same locations as morning sessions)

6:30 p.m. **RECEPTION** **Chinese Lounge**
for Special Guests

7:00 p.m.-
9:30 p.m. **CONFERENCE BANQUET** **Ballroom**

Presiding—MRS. THOMAS HERLIHY, JR., Chairman, National Committee for Children and Youth

Invocation—REVEREND ROBERT A. CALDWELL, Assistant Director, Associated Catholic Charities, Tulsa, Oklahoma

Music—Bison Glee Club, Oklahoma Baptist University, Shawnee, Oklahoma

Address—SOME WHITE HOUSE REFLECTIONS ON THE PROBLEMS OF RURAL YOUTH

THE HONORABLE BROOKS HAYS, Special Assistant to the President of the United States

WEDNESDAY, September 25

9:00 a.m.-
12:30 p.m. **CLOSING GENERAL SESSION** **Ballroom**

Presiding—WINTHROP ROCKEFELLER, Conference Chairman

Consultant—NORMAN E. MCGOUGH, Chief, Division of Counseling and Testing Services, USES, U. S. Department of Labor, Washington, D. C.

Recorder—MERWIN S. HANS, Manpower Development Specialist, Bureau of Employment Security, U. S. Department of Labor, Kansas City, Missouri

Aide—J. J. CALDWELL, Secretary-Treasurer, AFL-CIO, Oklahoma City, Oklahoma

3. Strengthening Counseling and Other Services to Improve Employability **Pow Wow Room**

Leader—LEONARD M. MILLER, Specialist, Counseling Techniques, U. S. Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C.

Consultant—GLYN MORRIS, Assistant Superintendent, Lewis County Schools, Lyons Falls, New York

Recorder—GERALD H. GREEMORE, Executive Secretary, Vermont Committee on Children and Youth, Montpelier, Vermont

Aide—DR. GEORGE SMALL, Professor of Education, University of Tulsa

4. Economic Bases and Potentials of Rural Communities **Circus Room**

Leader—DR. A. T. MACE, Director, Office of Rural Areas Development, U. S. Department of Agriculture, Washington, D. C.

Consultant—LEONARD M. SIZER, Associate Rural Sociologist, College of Agriculture, West Virginia University

Recorder—MRS. HARMON JENKINS, National Board Member, Camp Fire Girls, Lubbock, Texas

Aide—DR. JAMES PLAXICO, Head, Department of Agricultural Economics, Oklahoma State University

5. New Dimensions of Vocational Education for Rural Youth **Corral Room**

Leader—DR. DUANE M. NIELSEN, Specialist in Teacher Training and Research, Division of Vocational and Technical Education, U. S. Office of Education, U. S. Department of Health, Education and Welfare, Washington, D. C.

Consultant—MARK NICHOLS, State Director, Vocational Education, Utah Department of Public Instruction

Recorder—J. THOMAS WEYANT, Coordinator of Agri-Business, Pennsylvania Department of Public Instruction

Aide—IRA J. HOLLAR, State 4-H Club Leader, Oklahoma State University

6. Improving Elementary and Secondary Education for Rural Children and Youth **South Tower**

Leader—ROBERT M. ISENBERG, Executive Secretary, Department of Rural Education, National Education Association, Washington, D. C.

Consultants—DR. M. L. CUSHMAN, Dean, College of Education, University of North Dakota
NOBLE J. GIVIDEN, District Superintendent, Westchester #1 Supervisory District, Westchester County, New York

Recorder—V. S. MANN, Counselor Educator, Mississippi State University

Aide—DR. KENNETH WIGGINS, Assistant Professor of Education, College of Education, Oklahoma State University

7. Utilizing and Developing Youth Training Opportunities and Programs, Including Existing and Pending Education and Employment Programs, Work Experience, On-the-Job and Apprentice Training **Room 352**

Leader—MRS. MILDRED JEFFREY, Director, Community Service Relations, United Automobile Workers of America, Detroit, Michigan

Consultant—JOHN A. JARVIS, President, American Vocational Association, Menomonie, Wisconsin

Recorder—MARY ELLIS, Manpower Development Adviser, Manpower Development and Training, U. S. Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C.

Aide—M. J. DEBENNING, State Supervisor, Distributive Education, Oklahoma Board of Vocational Education

8. Role of Informal Education Programs in the Development of Rural Youth **Room 356**

Leader—ROY SORENSON, General Secretary, YMCA of San Francisco, Vice Chairman, NCCY

Consultant—EDGAR W. WOLFE, Director, Rural Relationships, Boy Scouts of America, New Brunswick, New Jersey

Recorder—E. GENE BROWN, Rural Youth Specialist; Assistant Manager, Farm Department, National Safety Council, Chicago, Illinois

Aide—DR. RICHARD P. JUNGERS, Associate Professor of Education, Oklahoma State University

9. Ready Access to Appropriate Post High School Education Including Community Colleges, Junior Colleges, Technical Institutes, Etc. **Room 357**

Leader—LOUIS L. PICKETT, Superintendent, Scott County Public Schools, National Association of County and Intermediate Units Superintendents, Davenport, Iowa

Consultant—DAVID H. BECHTEL, Administrative Assistant, Iowa Department of Public Instruction

Recorder—DR. JOHN B. EUBANKS, Professor of Philosophy and Education, Tuskegee Institute, Alabama

Aide—WAYNE MILLER, Director, Oklahoma State Technical College

10. Educational Programs for Children with Special Needs Such as the Mentally Retarded and Physically Handicapped Children **Room 358**

Leader—ALVIN E. RHODES, former Superintendent, San Luis Obispo County Schools, California

Consultant—ALBERT J. SHAFTER, PH.D., Superintendent, Enid State School, Oklahoma

Recorder—MRS. T. FOREST ST. HILAIRE, Chief Psychologist, District of Columbia Society for Crippled Children

Aide—JOHN L. BYRNE, Administrator, Children's Medical Center, Tulsa, Oklahoma

11. Dropouts: Causes, Early Identification, Preventive and Ameliorative Measures **Room B-2**

Leader—ROSALIE W. FARLEY, President-elect, Department of Rural Education, National Education Association, Lincoln, Nebraska

Consultant—DANIEL SCHREIBER, Director, Project: School Dropouts, National Education Association, Washington, D. C.

Recorder—DR. CLIFTON B. HUFF, Head, Department of Rural Education and Community Services, Kansas State Teachers College

Aide—W. P. EWENS, Director, Student Personnel, College of Education, Oklahoma State University

12. Improving Physical and Mental Health Capabilities of Rural Youth **Room 359**

Leader—BOND L. BIBLE, Secretary, Council on Rural Health, American Medical Association, Chicago, Illinois

Consultants—HELEN B. CARLSON, M.D., Psychiatrist, University of Illinois

DR. EDWARD D. GREENWOOD, Coordinator of Training in Child Psychiatry, Menninger School of Psychiatry, The Menninger Foundation, Topeka, Kansas

Recorder—GEORGE E. GLIVA, A.C.S.W., Mental Health Planning Coordinator, Division of Mental Health, New Mexico Department of Public Health

Aide—VALERIE COLVIN, Health and Physical Education Department, Oklahoma State University

13. Increasing Community Awareness of the Situation of Rural Youth: Utilizing the Maximum Potential of Youth-Serving Programs and Agencies **Room B-3**

Leader—H. M. LATTIMORE, Research Associate, The Menninger Foundation, Topeka, Kansas

Consultant—VIRGINIA MUSSELMAN, Director, Recreation Program Services, National Recreation Association, New York

Recorder—F. L. MCREYNOLDS, Indiana Supervisor of Rural Youth, Agricultural Extension Service

Aide—MRS. JUANITA KIDD, President, Oklahoma Education Association, Oklahoma City, Oklahoma

14. The Changing Role of the Church in the Total Development of Rural Youth **Room B-4**

Leader—DR. E. W. MUELLER, Secretary, Church in Town and Country, National Lutheran Council, Chicago, Illinois

Consultant—MONSIGNOR E. W. O'ROURKE, Executive Director, National Catholic Rural Life Conference, Des Moines, Iowa

Recorder—CAPTAIN GEORGIA WILSON, Youth Services, The Salvation Army, Oklahoma City, Oklahoma

Aide—REVEREND KENNETH COMPTON, Associate Director, Christian Education and Youth Work, Oklahoma Association of Christian Churches

15. The Changing Role of the Family in Preparation and Adjustment of Rural Youth for Today's World **Room B-4**

Leader—ALFRED D. BUCHMUELLER, Executive Director, Child Study Association of America, New York

Consultant—WILLIAM G. AMONG, Director, Hawaii Department of Social Services

Recorder—DR. MARY RUSSELL, Chairman, Home Economics Department, Oklahoma College for Women

Aide—GRACE L. SPIVEY, State Home Demonstration Agent, Cooperative Extension Service, Oklahoma State University

16. Children of Rural Migrant Workers: Special Problems, Needs and Factors that Contribute to Successful Adjustment **Room 361**

Leader—DR. GEORGE L. WILBER, Professor of Sociology, Mississippi State University

Consultant—FLORENCE R. WYCKOFF, Chairman, Subcommittee on Migrant Youth, Governor's Advisory Committee on Children and Youth, California

Recorder—BETTY JANE WHITAKER, Field Representative (South Central), National Council of Churches, Division of Home Missions, Texas, Oklahoma and Kansas

Aide—MRS. DORA BARNEY, Director of Education, Oklahoma Farmers Union

17. Minority Youth with Special Needs: Spanish-American, Negro, Indian, Puerto Rican and White Youth from Low-Income Rural Families **Varsity Room**

Leader—PROFESSOR DONALD N. BARRETT, Department of Sociology, University of Notre Dame, Indiana

Consultant—NELSON C. JACKSON, Associate Executive Director, National Urban League, New York

Recorder—F. E. STAYTON, Superintendent Haskell Institute, Lawrence, Kansas

Aide—DEWITT SMITH, Program Director, Young Men's Christian Association, Oklahoma City, Oklahoma

18. Development of Comprehensive Community Programs to Prevent Delinquency, **Varsity Room**

Leader—LOREN W. RANTON, Executive Secretary, Governor's State Committee on Children and Youth, Oregon

Consultant—MARY DURHAM ADAMS, Judge, Idaho Falls, Idaho

Recorder—WILLIAM T. ADAMS, Project Coordinator, An Interstate Approach to Juvenile Delinquency—Research and Training, Western Interstate Commission for Higher Education, Colorado

Aide—LIEUTENANT WELDON W. DAVIS, Officer-in-Charge, Youth Bureau, Oklahoma City Police Department

19. Development of Comprehensive Community Programs for Treatment and Rehabilitation of Delinquents in Rural Areas **Howdy Room**

Leader—SANFORD L. KRAVITZ, PH.D., Program Director, President's Committee on Juvenile Delinquency and Youth Crime, Washington, D. C.

Consultant—KENNETH POLK, Director, Research and Project Administration, Lane County Youth Study Project, Eugene, Oregon

Recorder—DANIEL L. SKOLER, ESQ., Executive Director, National Council of Juvenile Court Judges, Chicago, Illinois

Aide—MRS. O. B. CAMPBELL, Chairman, Craig County Governor's Committee on Children and Youth, Vinita, Oklahoma

20. Role of the Juvenile Court and Related Services **Howdy Room**

Leader—JUDGE BYRON B. CONWAY, President-elect, National Council of Juvenile Court Judges, Wisconsin Rapids, Wisconsin

Consultant—PROFESSOR DAN HOPSON, JR., School of Law, Kansas University

Recorder—JOHN J. DOWNEY, Detention Consultant, U. S. Department of Health, Education, and Welfare, Washington, D. C.

PAT O. MANCINI, Consultant on Community Services, Children's Bureau, U. S. Department of Health, Education, and Welfare, Washington, D. C.

Aide—JUDGE DOROTHY YOUNG, Tulsa Juvenile Court, Oklahoma

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